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ABSTRACT

This learning package on factors that determine and influence Hispanic parental involvement is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English, and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

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ED 379 591

FACTORS THAT DETERMINE AND INFLUENCE HISPANIC PARENTAL INVOLVEMENT

Delia Garcia, Compiler; Carl B. Smith, Editor

Learning Package No. 53

1993

Indiana University School of Education

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OVERVIEW

ERIC/RÉC Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

HOT TOPIC GUIDE 53

The Hot Topic Guide is a program designed for implementation either in a workshop atmosphere or through individual study. With the comments and suggestions of numerous educators, the Hot Topic Guide has evolved to incorporate the practical needs of teachers into its format. Please take the time to work through the contents of this guide and you will find yourself well on your way to designing and implementing a variety of classroom projects centering on this topic.

Helpful Guidelines for Workshop Use

Suggestions for using this Hot Topic Guide as a professional development tool.

Overview/Lecture

Factors That Determine and Influence Hispanic Parental Involvement
by Delia Garcia

Articles and ERIC Documents

- Department of Education Parent Involvement Initiatives
- Fostering Home-School Cooperation: Involving Language Minority Families as Partners in Education
- Helping Parents Understand the Stages of their Child's Reading Development
- I Don't Have Time to Read--Honest!
- Improving the Home-School Connection for Low-Income Urban Parents
- Increasing the School Involvement of Hispanic Parents
- Involving At-Risk Families in Their Children's Education
- Learning to Read Well: Some Simple Facts
- Parent Education and Support Programs
- Parent Involvement and the Education of Limited-English-Proficient Students
- Parent Involvement in the Educational Procesa
- Planning for Parent Participation in Schools for Young Children

Bibliography

A collection of selected references and abstracts obtained directly from the ERIC database.

In-Service Workshops and Seminars

Suggestions for using this Hot Topic Guide as a professional development tool

Before the workshop

- Carefully review the materials presented in the *Hot Topic Guide.* Think about how these ideas apply to your particular school or district.
- As particular concepts begin to stand out in your mind as being important, use the Bibliography section to seek out additional resources dealing specifically with those concepts.
- Look over the names of the authors and researchers cited in the Articles and Bibliography sections. Do any of them work in your area? Perhaps you could enlist their help and expertise as you plan your workshop or seminar, or there may be other resource people that you could consult.
- As you begin to plan your activities, develop a mental picture of what you'd like to see happening in classrooms as a result of this in-service workshop. Keep that idea in mind as a guide to your planning.
- After you have developed a draft plan, you may wish to let one or two colleagues look over your *Hot Topic Guide* and then critique your workshop plan.

During the Workshop

- Give your participants a solid grasp of the background information, but don't load them down with an excessive amount of detail. You may wish to use the Overview section as a guide.
- Try modeling the techniques and principles by "teaching" a mini-lesson based on the ideas of the *Hot Topic Guide.*
- Remember that, as teachers ask you challenging questions, they are not trying to discredit you or your ideas. Rather, they are trying to prepare themselves for situations that may arise as they implement these ideas in their own classrooms.

- If any of the participants are already using some of these ideas in their classes, encourage them to share their experiences.

- Include at least two hands-on activities so that the participants will begin to get a feel for how they will execute the principles you have discussed.

- Try to include time in the workshop for teachers to work in small groups and formulate a plan for how they will include the concepts of the workshop in their own setting.

- Encourage teachers to go a step further with what they have learned in the workshop. They may wish to link up with colleagues for mutual support in trying out these new ideas, spread the word to other teachers who were not in the workshop, or seek out *Hot Topic Guides* of their own for further investigation.

After the Workshop

- Follow up on the work you have done. Do an informal survey to determine how many of your participants have actually incorporated the concepts from the in-service workshop into their practice.

- When teachers are trying the new techniques, ask them to invite you to observe their classes. Have any surprising results come up? Are there any unforeseen problems?

- As you discover success stories among the teachers from your seminar, share them with those teachers who seem reluctant to give the ideas a try.

- Find out what other topics your participants would like to see covered in future workshops and seminars. There are over fifty *Hot Topic Guides*, and more are always being developed. Whatever your focus, there is probably a *Hot Topic Guide* that can help.

Planning a Workshop Presentation
Worksheet

Major concepts you want to stress in this presentation:

1) _____

2) _____

3) _____

Are there additional resources mentioned in the Bibliography that would be worth locating? Which ones? How could you get them most easily?

_____

_____

Are there resource people available in your area whom you might consult about this topic and/or invite to participate? Who are they?

_____

_____

What would you like to see happen in participants' classrooms as a result of this workshop? Be as specific as possible.

_____

_____

_____

_____

Plans for followup to this workshop: [peer observations, sharing experiences, etc.]

_____

_____

_____

Agenda for Workshop
Planning Sheet

Introduction/Overview:

[What would be the most effective way to present the major concepts that you wish to convey?]

_____

_____

_____

Activities that involve participants and incorporate the main concepts of this workshop:

1) _____

_____

_____

_____

2) _____

_____

_____

_____

Applications:

Encourage participants to plan a mini-lesson for their educational setting that draws on these concepts. [One possibility is to work in small groups, during the workshop, to make a plan and then share it with other participants.]

Your plan to make this happen:

_____

_____

Evaluation:

[Use the form on the next page, or one you design, to get feedback from participants about your presentation.]

End-of-Session Evaluation

Now that today's meeting is over, we would like to know how you feel and what you think about the things we did so that we can make them better. Your opinion is important to us. Please answer all questions honestly. Your answers are confidential.

1. Check (✓) to show if today's meeting was

   ❑ Not worthwhile ❑ Somewhat worthwhile ❑ Very worthwhile

2. Check (✓) to show if today's meeting was

   ❑ Not interesting ❑ Somewhat interesting ❑ Very interesting

3. Check (✓) to show if today's leader was

   ❑ Not very good ❑ Just O.K. ❑ Very good

4. Check (✓) to show if the meeting helped you get any useful ideas about how you can make positive changes in the classroom.

   ❑ Very little ❑ Some ❑ Very much

5. Check (✓) to show if today's meeting was

   ❑ Too long ❑ Too short ❑ Just about right

6. Check (✓) whether you would recommend today's meeting to a colleague.

   ❑ Yes ❑ No

7. Check (✓) to show how useful you found each of the things we did or discussed today.

   Getting information/new ideas.

   ❑ Not useful ❑ Somewhat useful ❑ Very useful

   Seeing and hearing demonstrations of teaching techniques.

   ❑ Not useful ❑ Somewhat useful ❑ Very useful

   Getting materials to read.

   ❑ Not useful ❑ Somewhat useful ❑ Very useful

Listening to other teachers tell about their own experiences.

❑ Not useful ❑ Somewhat useful ❑ Very useful

Working with colleagues in a small group to develop strategies of our own.

❑ Not useful ❑ Somewhat useful ❑ Very useful

Getting support from others in the group.

❑ Not useful ❑ Somewhat useful ❑ Very useful

8. Please write one thing that you thought was best about today:

9. Please write one thing that could have been improved today:

10. What additional information would you have liked?

11. Do you have any questions you would like to ask?

12. What additional comments would you like to make?

Thank you for completing this form.

ORDER FORM

All Hot Topic Guides are designed for grades K-12, except for those otherwise noted. Check those Learning Packages you would like mailed to you at $16 each, and mail this form (along with payment) to Hot Topic Guides, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 East Tenth Street, Bloomington, IN, 47408.

- o Developing Oral Language
- o Expanding Thematic Units beyond the Textbook
- o Using Folk Literature
- o Reading in the Content Areas (Secondary)
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- o Collaborative and Cooperative Learning Techniques
- o Involving Parents in the Reading Process
- o Applying Various Comprehension Strategies
- o Using Skills and Strategies for Effective Learning
- o Assessing Performance through Informal Techniques
- o Trends and Issues in Reading Education
- o Observation and Feedback
- o Extending the Basal (Elementary)
- o The Changing Perspective in Reading Assessment
- o Grouping Students and Pacing Instruction (Elementary)
- o Guiding At-Risk Students in the Language Arts Classroom
- o Evaluating the Progress of the School Reading Program
- o Promoting Language Growth across the Curriculum
- o Developing Thinking Skills through Literature
- o Role of Metacognition in Reading to Learn
- o Language Diversity and Reading Instruction (Elementary)
- o Motivating Low Performing Students (Secondary)
- o Television Viewing and Reading
- o Reader Response Theory and Related Instructional Strategies
- o Developing a Decision-Making Plan for the Reading Teacher (Elementary)
- o What Works? Summary of Research about Teaching Reading (Elementary)
- o The Computer as an Aid to Reading Instruction (Elementary)
- o Reading Programs for Gifted Readers (Elementary)
- o Organizing the Classroom for an Expansive Reading Curriculum (Elementary)
- o Vocabulary Expansion Improves Reading and Learning
- o Writing Apprehension and the Writing Process
- o Writing as Exploration
- o Computers and Writing
- o Journal Writing
- o Making Writing Public (Elementary)
- o Spelling and the Writing Process
- o Strategic Thinking through Writing
- o Peer Response in Learning to Write
- o The Role of Grammar and the Teaching of Writing (Elementary)
- o The Relationship between Reading and Writing
- o Children and the Library (Elementary)
- o Classroom Drama as an Instructional Tool
- o Language Learning and the Young Child (Elementary)
- o Cultural Literacy
- o Writing Strategies for Gifted Students
- o Developing Listening and Speaking Skills
- o Ways to Evaluate Writing
- o Integrating the Language Arts (Elementary)
- o Appreciation of Literature
- o Writing across the Curriculumm
- o Parents as Tutors in Reading and Writing
- o Resources for Home Learning Activities in the Language Arts

NEW!!

- o **Hispanic Parental Involvement**

Last Name_____ **First Name**_____

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The following article is from Creating Parental Involvement: A Manual for School Children and Parents Interacting Program by Delia Garcia (Florida International University, Miami. 1990) [ED 323 273]

FACTORS THAT DETERMINE AND INFLUENCE HISPANIC PARENTAL INVOLVEMENT

Hispanic parents often fail to respond with great enthusiasm or rapidity to the educator's request for involvement in their children's school. The hesitation may be due to a variety of factors which must be taken into consideration before we classify them as uninterested, uninvolved, or publicly express statements such as the following:

➢ "I can't get my Hispanic parents to get involved when I ask them."

➢ "Why aren't parents more responsible for their kid's education. They never follow through on what I suggest."

➢ "Parent involvement is a nice thing, but I have so many other demands on my time. Although I try to promote their involvement if often turns into a frustrating waste of time."

In order to understand why sometimes the task of involving the Hispanic parent becomes a difficult and frustrating one it is important to be familiar with a number of factors (cultural, psychological, administrative, etc.) which act together to alter the degree of involvement exhibited by the parents. If we as educators become aware of certain conditions, some inherent of the parents, others inherent of the school administration itself, we will be one-step closer to successfully creating more Hispanic involvement. At the very best, we will be more attentive to the special needs of the parents and will be able to address any gaps that might exist which are hindering the home-school cooperation process. Let's now look at some of these determining factors.

Cultural Factors

Parents today, regardless of race or nationality are beset by many problems in rearing and educating their children, caused largely by the many pressures and rapid changes in modern life. The Hispanic parent is not only affected by these but must also contend with barriers which stem from their own cultural background. One of the institutions whose policy and philosophy has traditionally created contradictory perceptions for the Hispanic parent has been the school system. Basic cultural differences pertaining to educational philosophy, role definition and expectations have caused conflict and disenchantment. Unfamiliarity with the system has resulted in confusion and lack of participation. Linguistic differences minimize communication and often cause misunderstanding between parents and the school.

In order to understand more fully how cultural factors can affect the degree of involvement we need to familiarize ourselves with several aspects of the Latin educational system.

Education in most Latin countries is fashioned after the European model. It is centralized under the "Ministerio de Educacion " No property taxes are paid for education, for it is funded by indirect taxation. Based on this, major educational policy decisions are made by the Ministry of Education with limited or virtually no control, frustration and ambivalence. They come into a new land with different values and they are expected to assimilate the new norms often at the expense of their own, The school represents an institution which is new and sometimes frightening, especially when they cannot communicate effectively in English,

Another factor which acts to minimize participation is the Hispanic parents' unfamiliarity with the traditional structure of parent groups at schools The role of the "PTA" as is viewed in the American system is new to Hispanic parents. For example, in the case of Cubans, the PTA was never part of their cultural experience. In order to bridge this gap, organized parent groups need to sensitize parents regarding the groups' objectives and reach them using such sensible means as: dissemination of information to them in their native language, using local Spanish radio stations to advertise the meetings, having translation services, baby-sitting services, etc. In other words, being sensitive to the special needs of the Hispanic parent; providing parents with an overview of the purpose of the organization and sincerely requesting their participation.

Psychological Factors

In addition to cultural factors, Hispanic parents also face psychological barriers which limit their participation many have deep-seated fears and attitudes toward the school which must be considered. One is the fear of being put down either overtly, or covertly. Since most traditional grading systems in schools are based on a competitive model, requiring a percentage of students to fail, a number of parents carry the psychological scars of having been a failure or unsuccessful as children in school (Fernandez, 1980, p. 16).

Certain Hispanic parents, educated in this system, **might have had negative experiences in school as a result of having to perform in an academic curriculum indifferent to their learning needs**. Many even having suffered from racial discrimination in the classroom and rejection of their native language. If going to school was a difficult personal experience as a child, the parent might feel hesitant to become involved with the school system as an adult (Collins and Obregon, 1980).

Challenging the authority of school officials also requires a high degree of self-confidence and experience, sometimes this is a psychological impossible feat for a parent that may lack the required skills and knowledge regarding the school system and curricula. In this respect, the parent's degree of education also play a very important role which might lead to feelings of inadequacy and fear of criticism.

Direct Needs of Parents

As with all other parents, the Hispanic parent also has inherent needs which must be met in order to successfully increase his participation. These needs can be classified as direct services offered by the school and they encompass the following:

- Child-care services - This will facilitate the attendance of parents to night meetings, parent-teacher conferences, parent education programs, etc.
- Transportation to and from school - Car pools can be arranged in order to aid parents who do not have means of transportation to school activities.
- Translation -Providing pertinent information to the parents in their native language in order to maintain them informed of school matters and student performance. Translating during PTA meetings, and other activities.
- Information Dissemination- Having a means of disseminating information to the parents regarding school matters on a regular basis. This can be through a

newsletter printed in Spanish, or utilizing available local media to get the message across.

- ➢ Convenient time for meetings - Scheduling school activities at a convenient time for the parents - after school and at night time.
- ➢ Parent training programs - Providing parent educatlon programs which can train parents in skills needed to more actively participate in their children's education and in school policy matters.
- ➢ Refreshments - serving refreshments during school activities in order to foster interaction between parents and school personnel.

School Administration

Another major factor which can contribute to the degree of Hispanic parental involvement in our schools is the school's administration's commitment to promoting parental participation. It is highly unlikely to expect parents to actively seek involvement if they do not feel that they are welcomed in the school. If they do not feel that their input is seen as a necessary contribution rather than a meddling act. It is impossible to expect teachers to carry the full weight of promoting parent involvement, administrators must lead the way in this effort. Teachers and other school personnel must know that they have the administration's support, thereby facilitating thc process. This will entail among others, maintaining open channels of communication with the home, providing bilingual personnel to aid in parent-teacher conferences and othcr activities and providing parent education services,

Other factors which have contributed to the alienation of the family from the school is the increased bureaucratization which has taken place as a result of consolidation of school districts (Fernandez, 1980). This has made decision-making in many districts increasingly remote. Hispanic parents, unfamiliar with the decision-making process and sometimes lacking the language skills and the knowledge of the system's structure, are further hindered from fully participating.

If we as educators want to effectively involve the Hispanic parent it is important to remember the following:

The cultural and psychological barriers which discourage minority parents from participating in the existing educational system are not insurmountable. Getting parent to make the initial step of coming to the school can be the most significant move toward overcoming barriers to parental participation. Reassurance must be givcn constantly throughout

the process of involving parents to assure them that their presence, talents and opinions are valued in the school system. As the parents realize that educators respect them as participants in their child's education, they will feel increasingly more comfortable in cooperating with the school (Collins, 1980, p. 17).

Department of Education Parent Involvement Initiatives

The U.S. Department of Education supports a number of programs and activities to increase the involvement of parents in their children's education. Initiatives range from programs designed to involve parents in their young children's literacy development to family–school partnership demonstrations to research centers studying families and home–school connections. Some of the Department's recent parent involvement initiatives are highlighted below.

Within the Office of Elementary and Secondary Education (OESE), the Chapter I program to aid schools with many low-income students now requires stronger local parent involvement efforts. Projects are required to inform parents of activities and consult regularly with them, to train teachers and other school staff to work effectively with parents, to help parents work with their children at home, and to ensure full participation by those who lack literacy skills or fluency in English. Regional technical assistance centers support the work of local Chapter I projects. These centers are assisted by a national Chapter I Parent Involvement Center which collects, organizes, and disseminates information via the regional centers to help Chapter I projects develop plans to involve parents in their children's education.

Another OESE program, Even Start, provides assistance to instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children in and out of school. It aims to integrate early childhood education (birth to age 7) and adult education. The Office of Bilingual and Minority Languages administers the Family English Literacy Program, which helps limited-English-proficient adults gain competence in English, improve parenting skills, and increase home–school collaboration.

The White House Initiative on Educational Excellence for Hispanic Americans, established in the Department of Education, is charged with strengthening the nation's capacity to provide quality education for Hispanic Americans. The initiative will emphasize parental involvement, particularly the responsibility of families and parents to be teachers of their children and advocates for their children's education.

The Office of Special Education Programs supports a network of 60 Parent Training and Information (PTI) centers in all 50 states and Puerto Rico to enable parents to participate more effectively with professionals in meeting the educational needs of children with disabilities. Another program, Technical Assistance to Parent Projects, provides technical assistance and coordination to the 60 PTIs and to developing minority programs in urban and rural locations.

The Office of Educational Research and Improvement (OERI) supports a new center on Families, Communities, Schools, and Children's Learning. Over the next five years, this center will conduct research, development, policy analysis, and dissemination projects to provide new information about how families, communities, and schools foster student motivation, learning, and development, and how to improve the connections among these social institutions. This center is a consortium headed by Boston University. Another new center, on Education in the Inner Cities, located at Temple University, will study the role of families in the educational process and ways to enhance the family's contribution to education from a multicultural perspective. The recently awarded Southwest Educational Development Laboratory contract will promote home and school connections for at-risk students in its five-state region during the next 5 years.

Also within OERI, the Fund for the Improvement and Reform of Schools and Teaching (FIRST) sponsors demonstration grants through its Family–School Partnership Program to eligible Chapter I local education agencies for projects that increase the involvement of parents in their children's education. Thirty-one new awards were made by FIRST in September 1990.

Other programs and initiatives supported by the U.S. government and private organizations are highlighted in this issue.

Organizations and Associations

Alliance for Parental Involvement in Education (AllPIE)
This parent-to-parent organization provides information about family education options (public school, private school, and home education), and parent and student rights within those options. Services include a newsletter, a book and resources catalog, a referral service, pamphlets, workshops, and conferences. P.O. Box 59, East Chatham, New York, NY 12060–0059. (518) 392–6900. Program Contacts: Seth Rockmuller and Katharine Houk.

ASPIRA Association, Inc.
A national Hispanic education leadership development organization, ASPIRA administers a national parent involvement demonstration project in Hispanic communities in nine cities and produces booklets to help Hispanic parents with their children's education. 1112 16th Street NW, Suite 340, Washington, DC 20036. (202) 835–3600. Program Contact: Lisa Colon.

Council for Educational Development and Research
The members of this association are long-term education research and development institutions that create programs and materials, including information on parent involvement useful for educators and parents. 1201 16th Street NW, Washington, DC 20036. (202) 223–1593. Program Contact: Diane Schwartz.

Hispanic Policy Development Project (HPDP)
This nonprofit organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the United States. After conducting a nationwide grant program, it produced a publication highlighting successful strategies for working with Latino parents. 250 Park Avenue South, Suite 5000A, New York, NY 10003. (212) 523–9323. Program Contact: Carmen Lydia Ramos.

The Home and School Institute (HSI)
For more than two decades, HSI has developed practical self-help programs to unite the educational resources of the home, the school, and the community. HSI is currently presenting MegaSkills seminars nationally to train parent workshop leaders (see General Reading List, page 13). Special Projects Office, 1201 16th Street NW, Washington, DC 20036. (202) 466–3633. Program Contact: Dorothy Rich.

Institute for Responsive Education (IRE)
This national research and advocacy organization studies schools and helps them become more responsive to citizen and parent involvement and concerns. IRE publishes the journal *Equity and Choice* and various reports and is principal contact for the new National Center on Families (see Department of Education Initiatives, page 7). 605 Commonwealth Avenue, Boston, MA 02215. (617) 353–3309. Program Contact: Owen Heleen.

International Reading Association (IRA)
This organization works with parents, educators, and researchers to improve reading instruction and increase literacy. IRA also offers information to parents on how to develop lifelong reading habits with their children. 800 Barksdale Road, Newark, DE 19704–8139. (302) 731–1600. Program Contact: Peter Mitchell, Executive Director.

Mexican American Legal Defense and Educational Fund (MALDEF)
This civil rights organization conducts a Parent Leadership Program for promoting the participation of Latino parents as leaders at their children's schools. The program involves a 12-week course, including parent–teacher conferences and meetings with school district officials. 634 South Spring Street, 11th Floor, Los Angeles, CA 90014. (213) 629–2512. Program Contact: Luisa Perez-Ortega.

National Association for the Education of Young Children (NAEYC)
NAEYC offers many resources for educators on all aspects of child development and early childhood education, including parent involvement. A free catalog is available. 1834 Connecticut Avenue NW, Washington, DC 20009. (202) 232–8777. Program Contact: Pat Spahr.

National Association of Partners in Education
This organization helps individuals and groups start and manage school volunteer programs and business–education partnerships. 209 Madison Street, Suite 401, Alexandria, VA 22314. (703) 836–4880. Program Contact: Daniel W. Merenda, Executive Director.

National Black Child Development Institute
This organization provides direct services and conducts advocacy campaigns to improve the quality of life for black children and youth. Family and early childhood education are emphasized, and speakers and publications are available. 1463 Rhode Island Avenue NW, Washington, DC 20005. (202) 387–1281. Program Contact: Sherry Deane.

National Coalition for Parent Involvement in Education (NCPIE)
This organization, composed of more than 25 national education and community life associations, is dedicated to developing effective family and school partnerships. To receive a free brochure, "Developing Family/School Partnerships: Guidelines for Schools and School Districts," other information about NCPIE, and additional parent involvement resources, send a stamped (45 cents), self-addressed, business-sized envelope to NCPIE, Box 39, 1201 16th Street NW, Washington, DC 20036.

National Coalition of Title I/Chapter I Parents (National Parent Center)
This organization provides a voice for Chapter I parents at the federal, regional, state, and local levels. The

Coalition publishes a newsletter, provides training, and sponsors conferences. Edmonds School Building, 9th and D Streets NE, Washington, DC 20002. (202) 547–9286. Program Contact: Robert Witherspoon.

National Committee for Citizens in Education
This organization has many publications for parents and also provides free information and help for parents with school problems. Request a free bookmark with information on parent involvement in the middle school. 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044. 1–800–NETWORK.

National Council of La Raza (NCLR)
This research and advocacy organization works on behalf of the U.S. Hispanic population and provides technical assistance to community-based organizations. NCLR's Project EXCEL is a national education demonstration project which includes tutoring services and parental education. 810 First Street NE, Suite 300, Washington, DC 20002–4205. (202) 289–1380. Program Contact: Denise De La Rosa.

National Information Center for Children and Youth with Handicaps (NICHCY)
This organization provides free information to assist parents, educators, caregivers, advocates, and others in helping children and youth with disabilities. NICHCY provides information on local, state, and national disability groups for parents and professionals and maintains databases with current information on disability topics. Publications include *News Digest* and *Parent Guides*. P.O. Box 1492, Washington, DC 20013. 1–800–999–5599.

Parent–Teacher Associations
National, state, and local PTAs have many resources and materials that can be used at home and at school to support children's learning. For a free list of publications, send a stamped, self-addressed, business-sized envelope to Publications List, National PTA, Department D, 700 North Rush Street, Chicago, IL 60611–2571. Local PTAs may also have the list.

Parents as Teachers National Center (PAT)
PAT encourages parents of children from birth to age 3 to think of themselves as their children's first and most influential teachers. It provides information and training to parents, supports public policy initiatives, and offers parent educator certification. University of Missouri–St. Louis, Marillac Hall, 8001 Natural Bridge Road, St. Louis, MO 63121–4499. (314) 553–5738. Program Contact: Claire Eldredge.

Parent Training and Information Centers, and Technical Assistance to Parent Projects
The Office of Special Education Programs supports a network of 60 Parent Training and Information Centers in all 50 states and Puerto Rico to enable parents to participate more effectively with professionals in meeting the educational needs of children with disabilities. Technical Assistance to Parent Projects (TAPP) provides technical assistance and coordination to the 60 PTIs and to developing minority programs in urban and rural locations. 95 Berkeley Street, Suite 104, Boston, MA 02116. (617) 482–2915. Program Contact: Martha Ziegler.

Federal Agencies

Department of Health and Human Services
Office of Human Development Services
200 Independence Avenue SW
Washington, DC 20201

- Administration for Children, Youth and Families
  (202) 245–0347

Department of Agriculture
Extension Service
3443 South Building
Washington, DC 200250

- Human Development and Family Relations
  (202) 447–2018

Department of Education
400 Maryland Avenue SW
Washington, DC 20202–7240

- Office of Educational Research and Improvement
  (202) 219–2050
- Center on Families, Communities, Schools, and Children's Learning
  (617) 353–3309
- National Research Center on Education in the Inner Cities
  (215) 787–3001
- Southwest Educational Development Laboratory
  (512) 476–6861
- Compensatory Education Programs, Office of Elementary and Secondary Education
  (202) 401–1682
- Office of Bilingual Education and Minority Languages Affairs
  (202) 732–5063
- White House Initiative on Hispanic Education
  (202) 401–3008

Clearinghouses

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
(503) 346–5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois, College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801–4897
(217) 333–1386

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
(800) 624–9120

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, NY 10027–9998
(212) 678–3433

General Reading List

The following titles cover a range of issues regarding parent involvement. Many of these titles are free; others are available for a fee. To order, contact the agencies listed.

Becoming a Nation of Readers: What Parents Can Do
U.S. Department of Education, 1988

This booklet (Item 447X) lists ideas and sources of information for home activities, based on research, that will improve reading achievement. It also describes what parents should look for in their children's school programs. ($.50). Consumer Information Center, Pueblo, CO 81009.

Beyond the Bake Sale: An Educator's Guide to Working With Parents
Anne Henderson, Carl Marburger, and Theodora Ooms, 1985

Parent involvement experts show how to build parent–school partnerships that go beyond fund-raising and boosterism to involve parents in important aspects of their child's schooling. The guide includes advice on how to involve single, low-income, and working parents. ($8.95). National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Choosing a School for Your Child
U.S. Department of Education, 1989

This booklet (Item 471X) describes the kinds of schools that may be available in your district and presents suggestions and a checklist to help parents evaluate schools. It includes information on how to transfer from one school district to another and a list of additional resources. Also available in Spanish; see entry under *Cómo Escoger una Escuelá para su Hijo*. ($.50). Consumer Information Center, Pueblo, CO 81009.

Communicating With Culturally Diverse Parents of Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children, 1991

This *ERIC Digest* (E 497) offers educators of exceptional children insights into the perspectives, communication styles, values, and beliefs of culturally diverse parents. Includes guidelines for providing parents with information and support. (Free). ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091–1589.

Communicating With Parents
Janet Chrispeels, Marcia Boruta, and Mary Daugherty, 1988

This 300-page volume explores the many ways that schools communicate with parents and gain parent support and involvement. Topics include school newsletters and handbooks, homework, volunteers, progress reports, contracts, home visits, and telephone tips. Both schoolwide and classroom strategies for various grade levels are provided. ($28.00). San Diego County Office of Education, 6401 Linda Vista Road, Room 407, San Diego, CA 92111–7399.

Cómo Escoger una Escuela para su Hijo
Departamento de Educación de los Estados Unidos, 1991

Aunque al presente se está considerando un número de acciones legislativas sobre la cuestión de la selección de escuelas, existen opciones para sus hijos ahora mismo. *Cómo Escoger una Escuela para su Hijo* le ayudar a encarar esas opciones, a hacer las preguntas correctas y a tomar sus decisiones. Se ofrecen ejemplares gratuitos en español de *Cómo Escoger una Escuela para su Hijo*.

General Reading List (continued)

Parents and Schools. The Harvard Education Letter
November/December 1988

This newsletter discusses home reinforcement of learning, low-income children, and building trusting and respectful home–school ties. It also includes an interview regarding successful school–parent relationships and short sections on homework as a family activity and parents and special education placement. ($3.50). *The Harvard Education Letter*, 79 Garden Street NW, Cambridge, MA 02138.

Parents: Here's How To Make School Visits Work
U.S. Department of Education, 1986

This brochure discusses planning a visit; questions to ask on school atmosphere, curriculum, children's progress, and parent involvement; and suggestions for working parents. (Free). Education Information Branch, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208–5641.

Phi Delta Kappan
January 1991

This issue contains a large special section on various aspects of parent involvement, including articles on several state and school district initiatives, Chapter 1 programs, and federally funded demonstration programs. ($3.50). *Phi Delta Kappan*, P.O. Box 789, Bloomington, IN 47402.

Schools and Communities Together: A Guide to Parent Involvement
Karen Reed Wikelund, 1990

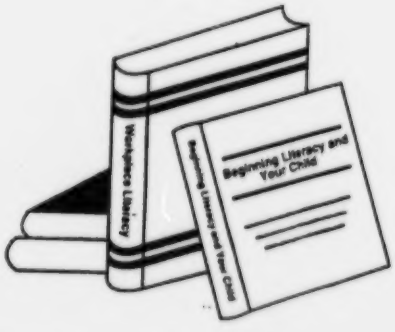
This publication offers tips and strategies for breaking down school–home barriers and bringing parents into their children's educational lives; describes roles and responsibilities for administrators, teachers, outreach workers, parents, community members, and children; and cites research and results of demonstration projects in two elementary schools. ($9.95). Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main Street, Suite 500, Portland, OR 97024.

Together Is Better
Hispanic Policy Development Project, 1990

This booklet documents effective strategies (and warns against some noneffective ones) for encouraging and promoting increased involvement on the part of Hispanic parents. The strategies were the result of a 3-year effort involving 42 school projects nationwide. HPDP, Inc., 250 Park Avenue South, Suite 5000A, New York, NY 10003.

Working With Families: Promising Programs To Help Parents Support Young Children's Learning
U.S. Department of Education, 1991

This report describes the practices of 17 family education programs that seek to engage disadvantaged parents in assisting their children to succeed in school. Focusing on parents of children ages 3 to 8, the report offers practitioners' experience with such challenges as recruiting and retaining parents, determining staffing patterns, and establishing ties with the schools. (Free). U.S. Department of Education, Room 4049, 400 Maryland Avenue SW, Washington, DC 20202–4110.



Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street NW, Eugene, OR 97403–5207.

Involving Parents in the Education of Their Children
Patricia Clark Brown, 1989

This *ERIC Digest* discusses ways to involve parents in the education of their children, methods for reaching them, and barriers to overcome in the process. (Free). ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801.

Making the Most of Your Child's Education: A Guide for Parents
Elena Pell, 1989

This publication provides advice for Hispanic parents on how to help their children succeed academically. Each chapter includes discussion questions and exercises to help parents work with other parents to improve their children's success. ($5.00). Spanish translation available. ASPIRA Association, 1112 16th Street NW, Suite 340, Washington, DC 20036.

MegaSkills: How Families Can Help Children Succeed in School and Beyond
Dorothy Rich, 1988

This publication describes many easy, enjoyable, and inexpensive home learning activities for parents to teach children basic values, attitudes, and behaviors affecting their future achievement. Includes step-by-step instructions on how parents can teach MegaSkills at home, and helps parents make the best use of limited family time. ($8.95). Houghton Mifflin Company, Wayside Road, Burlington, MA 01803.

Parental Involvement in Education
U.S. Department of Education, 1991

Part of the Policy Perspectives Series, this report by James S. Coleman discusses "social capital"—social relations within the family or the community that are important for children's development. The author examines transformations in American households and asserts that schools have a new role to play in rebuilding social capital in communities and families. ($1.50). Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Parent Education and Support Programs
Douglas R. Powell, 1990

This *ERIC Digest* describes current programmatic efforts to inform and support parents. It briefly reviews the research evidence on the effectiveness of parent education and support programs. (Free.) ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801.

Parent Involvement and Success for All Children: What We Know Now
Susan McAllister Swap, 1990

This review of the evidence linking parent involvement and student achievement argues that an approach embodying "partnership for school success" holds the greatest promise for making an impact. ($7.50). Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.

Parent Involvement in Elementary Language Arts: A Program Model
Marge Simic, 1991

This *ERIC Digest* documents a program to encourage parent participation in the elementary language arts classroom. The program addresses volunteering in the classroom as well as parental participation at home. (Free). ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street NW, Bloomington, IN 47408–2698.

Parent Involvement in the Educational Process
David Peterson, 1989

This *ERIC Digest* discusses, in a question-and-answer format, the benefits of parent involvement, what parents can do to improve their children's performance, the special challenges of involving parents of at-risk children, how schools can get parents involved, and how districts can implement parent involvement programs. ($2.50). Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street NW, Eugene, OR 97403–5207.

General Reading List (continued)

Helping Your Child Learn Geography
U.S. Department of Education, 1991

This booklet (Item 454X) is designed to teach children the fundamentals of geography in a format that is challenging and fun. It includes a fold-out, outline map of the United States to test children's newfound knowledge. ($.50). Consumer Information Center, Pueblo, CO 81009.

Helping Your Child Learn Science
U.S. Department of Education, 1991

This booklet (Item 611X) suggests ways for parents to interest children from ages 3 to 10 in science. It includes a sampling of family activities, tips on encouraging schools to develop good science programs, and recommended books and materials. (Free). Consumer Information Center, Pueblo, CO 81009.

Helping Your Child Use the Library
U.S. Department of Education, 1989

This booklet (Item 455X) explains how parents can introduce children to the library. It discusses programs and activities for children of all ages and for those with special needs. ($.50). Consumer Information Center, Pueblo, CO 81009.

How Can Parents Get More Out of School Meetings?
Educational Resources Information Center, 1989

This pamphlet offers suggestions to help both parents and teachers make parent–teacher conferences more productive. (Free). ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

Improving Schools and Empowering Parents: Choice in American Education
U.S. Department of Education, 1989

This report describes a White House workshop on choice in education; the possibilities of implementing choice; and benefits for schools and parents when programs of choice are carefully planned, developed, and monitored. (Free). Education Information Branch, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208–5641.

Increasing Parental Involvement as a Means of Improving Our Nation's Schools
Evelyn K. Moore, Black Child Development Institute, Inc., 1990

This publication focuses on approaches to meaningful parent involvement, the need for innovation in family–school relationships, and barriers that impede parent involvement. It describes model programs and includes suggestions for creating cooperative and understanding home–school relationships. A parent resource guide is included, describing 18 experiences that promote children's development and help prepare them for school. (ED 325 232, $6.24). ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153–2852.

Involving At-Risk Families in Their Children's Education
Lynn Balster Liontos, 1991

This *ERIC Digest* discusses, in a question-and-answer format, who is at risk, why at-risk students especially need their parents to be involved in their education, why schools have not been successful in reaching these parents, and what schools and educators can do. ($2.50). Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street NW, Eugene, OR 97403–5207.

Involving the Families of At-Risk Youth in the Educational Process
Lynn Balster Liontos, 1991

This publication presents background information educators need to know if they want to involve families who are poor, nonwhite, or speak a language other than English. It explores barriers that stand in the way of reaching at-risk families and proposes ways of overcoming these barriers. ($6.00). Publication Sales, ERIC

Para obtener un ejemplar gratuito, envíe su nombre y dirección a: National Clearinghouse for Bilingual Education, 1118 22nd Street NW, Washington, DC 20037.

The Evidence Continues To Grow: Parent Involvement Improves Student Achievement
Anne Henderson, 1987

The research points to the benefits of including parents in school programs, encouraging parents to monitor children's schoolwork at home, and calling parents in to help when children are failing. This publication summarizes 49 studies and analyzes major conclusions. ($10.00). National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Families and Early Childhood Programs
Douglas R. Powell, 1989

This publication (#142) reviews information on relations between families and early childhood programs and on the operation and effectiveness of parent education and support programs. It includes research and theoretical perspectives as well as promising directions for program practices. ($6.00). NAEYC Publications, 1834 Connecticut Avenue NW, Washington, DC 20009–5786.

Family Support, Education, and Involvement: A Guide for State Action
Council of Chief State School Officers, 1989

The guide presents discussions and research on the benefits of family support, education, and involvement programs; identifies state strategies, actions, and programs to encourage implementation of such programs in schools with significant concentrations of students at risk; and lists resources and organizations that provide leadership in these areas. ($10.00). Council of Chief State School Officers, 400 North Capitol Street NW, Washington, DC 20001–1511.

The Forgotten Factor in School Success: The Family. A Policymaker's Guide
Dorothy Rich, 1985

This guide describes specific programs, policies, and low-cost methods to support the educational role of the family and mobilize schools and families to work together in educational partnerships. ($5.00). Home and School Institute, 1201 16th Street NW, Washington, DC 20036.

Help Your Child Become a Good Reader
U.S. Department of Education, 1985

This pamphlet (Item 449X) describes more than a dozen activities that will make your children successful readers and discusses important factors that influence success and interest in reading. Tips for teaching reading fundamentals are based on everyday occurrences and household items. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Do Better in School
U.S. Department of Education, 1985

This pamphlet (Item 450X) provides tips for adults to help children in all grades improve their study skills. Addresses such concerns as attention, motivation, and study habits. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Improve in Test-Taking
U.S. Department of Education, 1985

This pamphlet (Item 451X) offers simple techniques to help children at all grade levels avoid "test anxiety" and prepare for teacher-made and standardized tests. Includes some advice for parents as well as suggestions for followup after the test. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Learn Math
U.S. Department of Education, 1985

This pamphlet (Item 452X) contains suggestions for helping children in grades 1–3 connect their real-life experiences with the math skills of counting, estimating, and measuring. Includes guidance on how to correct children's mistakes and build their knowledge and confidence. ($.50). Consumer Information Center, Pueblo, CO 81009.

Help Your Child Learn To Write Well
U.S. Department of Education, 1985

This pamphlet (Item 453X) suggests simple strategies for adults to help encourage children to express their ideas through writing. Covers the writing process and outlines enjoyable activities for kids to try. ($.50). Consumer Information Center, Pueblo, CO 81009.

NCBE

6

National Clearinghouse for Bilingual Education

Program Information Guide Series

Summer 1991

Fostering Home–School Cooperation: Involving Language Minority Families as Partners in Education

by

Emma Violand-Sánchez

Christine P. Sutton

Herbert W. Ware

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. 289004001 by The George Washington University's Center for the Study of Education and National Development, jointly with the Center for Applied Linguistics. The contents of this publication do not necessarily reflect the views or policies of the Department of Education, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Readers are free to duplicate and use these materials in keeping with accepted publication standards. NCBE requests that proper credit be given in the event of reproduction.

Introduction

Now, as perhaps never before, the need to strengthen the bond of cooperation between home and school is being felt nationwide. Schools face the challenge of preparing an increasingly diverse generation of young people for a society in which literacy is a must, an understanding of technology and its many applications is required, and the ability to solve problems and find answers to questions not yet posed is essential. Families, for their part, must prepare their children for a future in which they can expect to move and change jobs or careers many times. As they become adults, today's youth must be able to make not only the decisions that affect their own lives, but also the critical choices about how this country will conduct its affairs, what roles the United States will assume in the international arena, and how we will survive in a changing world of competing interests and limited resources.

Clearly the challenges of education are ones which neither schools nor families can meet alone; they must support each other. When families and schools cooperate, the children reap the benefits—they learn more, they enjoy school and the learning process, and they experience a consistent sense of commitment and support from the important adults in their lives (Epstein, 1986).

This monograph has been designed to provide useful information about parent involvement in general, and practical strategies for developing partnerships with language minority parents in particular. A framework is presented for fostering cooperation between home and school, given the special factors that should be considered as non-native English speaking families become more familiar with their new communities. The authors would like to share the experiences and approaches of the Arlington (Virginia) Public Schools, at both the district and school levels, and describe the ongoing efforts to develop and nurture cooperative links between schools and the families they serve.

The Importance of Parent Involvement

A growing body of research documents the multiple benefits that occur when parents are actively involved in their children's education. Comer (1984) discusses the emotional support that children need in order to learn, indicating that such an environment of support is optimally created when families and school personnel cooperate. Rich, et al. (1979) point to the improvements in student attendance and behavior and in parent–teacher relations that happen as a result of parental involvement. Bennett (1986) cites the benefits to parents themselves as they gain greater confidence and expertise in helping their children succeed academically. And, as mentioned above, students are the ultimate beneficiaries when their families collaborate closely with the schools (Simich-Dudgeon, 1986).

In this document, the terms "parent involvement" and "family involvement" are used interchangeably in order to give recognition to the fact that students may and often do have a variety of adults who can provide the types of support and interaction described below. For many language minority students, the adults in the household may include members of the extended family who assume an active role in the child's upbringing.

Categories of Involvement

Epstein has been one of the principal researchers on the important topic of parental involvement and its effects on student achievement, parental attitudes, and education practices. In her work (1986), she identified five categories of parent involvement in the education of their children:

1. Providing for children's basic needs

By seeing that children are fed, clothed, have enough sleep, and enjoy a secure, loving environment, parents contribute to the well-being a child needs to focus attention on learning both at home and at school. One school-related example is ensuring that children have necessary school supplies and a place to study at home.

2. Communicating with school staff

All schools seek to communicate with parents in one form or another during the school year. The ability of parents to understand such communication depends on a variety of factors, including their literacy level and their proficiency in the language (usually English) used to send the information home. When schools are able to provide written communications in a language the parents can understand and make available a person at the school with whom they can communicate personally, cooperation between schools and language minority parents is greatly facilitated.

3. Volunteering or providing assistance at their child's school

This kind of involvement was traditionally expected, particularly of mothers. However, in Epstein's study, such involvement rarely includes more than a few parents in any school. More than 70 percent of the parents surveyed had never participated by assisting staff at the school. As more and more parents work outside of the home during the school day, this traditional form of parent involvement has become increasingly less frequent.

4. Supporting and participating in learning activities with their children at home

Epstein looked, in particular, at parental activity which related directly to the children's work in class. Epstein discovered the following:

- More than 85 percent of parents spend at least 15 minutes helping their child at home when asked to do so by the teacher; most said they would spend more time if they were told what to do and how to help.
- Elementary students whose teachers emphasize parent involvement gain more in reading and math achievement than students in other classrooms where the teachers do not emphasize similar involvement; students whose teachers stress parent involvement have more positive attitudes toward school, and more regular homework habits.

5. Participating in governance and advocacy activities

"Governance" and "advocacy" refer to the avenues by which parents and the community can influence decision making in a school system. Epstein distinguishes the two in the following way: governance activities occur under the auspices of the school system, e.g., school-appointed advisory committees; advocacy activities are organized and conducted independent of the school system: one example would be a citizens' group formed to lobby the school board on changes in the curriculum. Each type of participation requires a certain level of understanding of the school's programs and confidence on the part of parents. Each also requires a willingness and commitment on the part of educators to include families in the decision-making process in meaningful ways.

In summary, there appears to be a positive relationship between parent involvement in education and the progress that students make in academics and in their attitudes toward learning. Parent involvement takes many forms and can occur at home, in the school, and in the community. School personnel have an obligation to reach out to all families so that all students may benefit. Because modern communities are increasingly diverse in their social, cultural, and linguistic composition, new flexibility and approaches for reaching out are needed to ensure that no one is excluded.

Fostering Home–School Cooperation in the '90s

Changing Demographics

The notion of home–school cooperation cannot remain static while characteristics of the home are changing. Nationally, we are becoming an increasingly heterogeneous society. The 1990 census shows a dramatic increase in the numbers of individuals with linguistic, ethnic, and racial minority backgrounds during the last ten years in every geographic region of the country. More than a third of the nation's population increase since 1980 is a result of immigration. During the past decade, Asian and Pacific Islanders more than doubled (from

3,500,439 to 7,273,662) while the number of Hispanics rose by 53 percent (from 14,608,672 to 22,354,059) (Vobejda, 1991).

An example of this change is Arlington County, Virginia, where our experience is based. The changes in demographics have been dramatic and, in all likelihood, may preview the changes that will occur throughout the United States during the final decade of the century. The Asian population in Arlington peaked in the mid-1980s but showed a net increase of 74.3 percent from 1980 to 1990. The number of Hispanics in the county rose by 160 percent; Hispanic youth now comprise the largest minority group in the Arlington Public Schools. During the last 15 years, the system's student population has evolved from being a predominantly middle class, white, monolingual English-speaking one to a student body with a diverse multicultural, multilingual composition.

At the local level, two other factors—family composition and family economic conditions—have also changed over the last ten years. Today, there are many more single parent families served by the school district. Further, the nature of the family constellation has changed, with more school children residing with extended family members than before. On the economic level, it appears that many parents, especially single parents, are facing severe financial limitations and, increasingly, finding it necessary to have two or three jobs.

Overall, the changes in cultural and linguistic heritage, family structure, and economic conditions witnessed on the local school level are reflective of broader national trends. These changes, in turn, have profound implications regarding a school's expectations for home–school cooperation and will require dynamic innovations by educators to ensure that our rapidly changing school age population receives a rewarding and effective education.

Changing Attitudes about Parent Involvement

Have you ever heard any of the following comments about parent involvement in your school community?

- "Parents should be able to take time during the day to come to school to talk with staff."
- "Decisions about education practices and curriculum should be left to professional educators who know what's best for students."
- "Working and/or single parents don't have time to become involved in their children's education."
- "Non-English speaking parents can't really participate in school activities or in helping their children learn."

In the context of the communities and families served by the public schools today, such comments indicate unrealistic attitudes. Schools

seeking parental participation and input need to recognize parents as the primary educators of their children and be both flexible and innovative in reaching out to the diverse community. For example, such practices as evening or early morning conferences, bilingual communication, childcare during meetings, parent education classes, personal contact with families, and learning activities for families to use at home are effective strategies which enable families to become involved in their children's education. In the case of families who may be recent arrivals to this country, or not yet fluent or literate in English, or unfamiliar with the culture of U.S. public schools, these innovative strategies become doubly important.

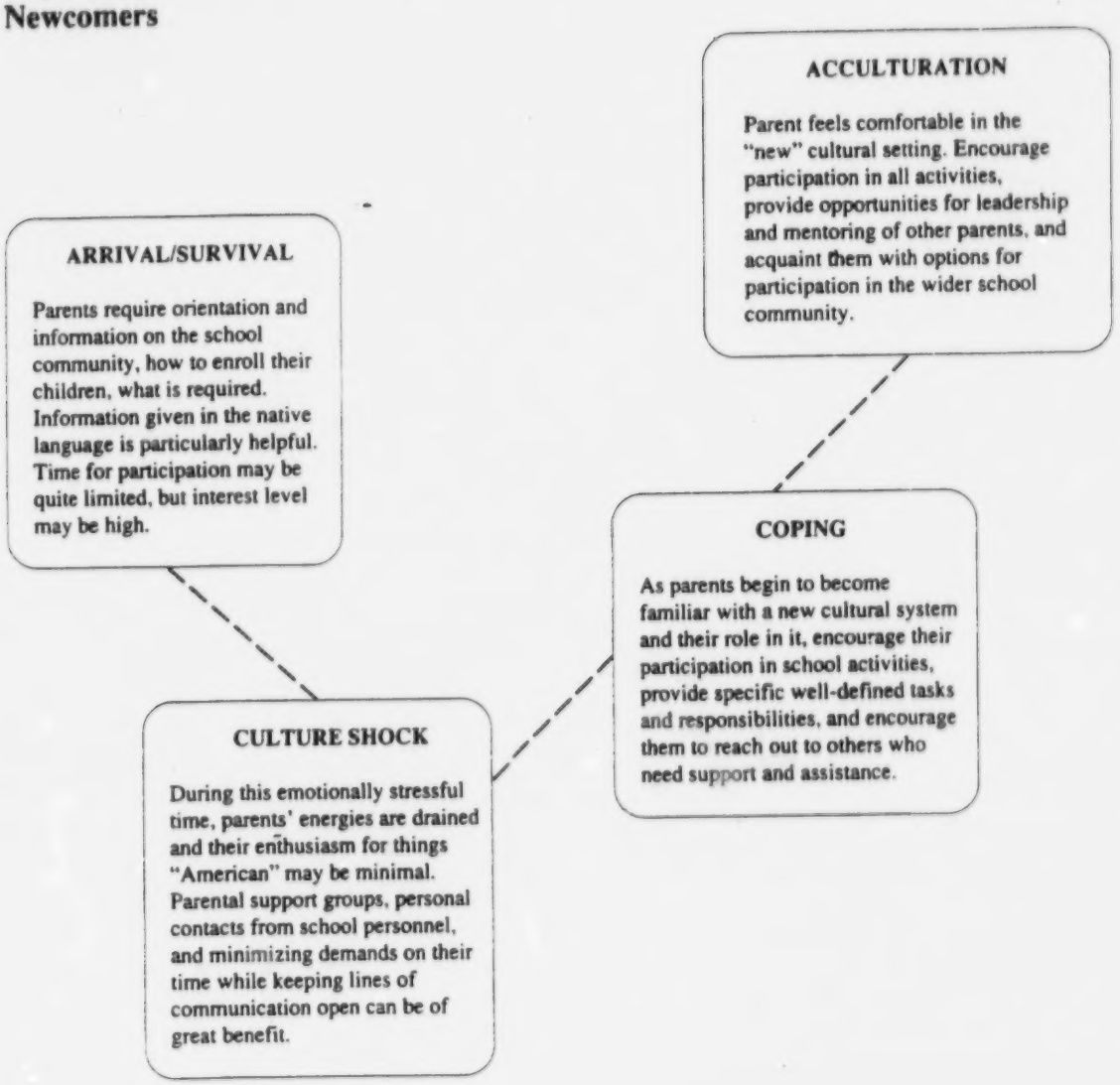
Experience has shown that language minority families (the term which will be used to apply to all three categories of individuals mentioned previously) do care deeply about their children's schooling. What is required is for educators to act as partners in education with these and other families, recognizing the important contributions that all families can make to the schools and to their children's success.

A Framework for Involving Language Minority Families in the Schools

Arlington's approach to fostering home–school cooperation with its language minority families is to recognize and encourage all five types of involvement identified by Epstein. At the same time, the school system recognizes that the vast majority of its language minority families are still in the process of adjusting to the mainstream culture and language of the United States. While more and more of Arlington's non-native English speaking students are born in the United States, nearly all of their families have come here as immigrants or refugees. Thus it has been appropriate to take into consideration the stages of adjustment used to describe the newcomer's experience in coming to terms with the language and culture of the new home country. These stages are described in Figure 1. It has likewise been useful to recognize that these different stages of adjustment may elicit different responses from parents with respect to their willingness and/or availability to be actively involved in their children's education. For example, all newcomers to the school system need basic information about school requirements, routines, schedules, and the like. For language minority newcomers, such information may need to be given in the home language and in a setting where there can be personal, face-to-face exchange and clarification. Similarly, as families become more settled in the community and feel more familiar with how the school system operates, they may be more willing to participate in governance and advocacy activities. It should not be assumed that only parents who are in the final stage of adjustment will take part in school decision making. The purpose of considering the cultural and language adjust-

Figure 1

Stages of Adjustment for Newcomers


ACCULTURATION
Parent feels comfortable in the "new" cultural setting. Encourage participation in all activities, provide opportunities for leadership and mentoring of other parents, and acquaint them with options for participation in the wider school community.
ARRIVAL/SURVIVAL
Parents require orientation and information on the school community, how to enroll their children, what is required. Information given in the native language is particularly helpful. Time for participation may be quite limited, but interest level may be high.
COPING
As parents begin to become familiar with a new cultural system and their role in it, encourage their participation in school activities, provide specific well-defined tasks and responsibilities, and encourage them to reach out to others who need support and assistance.
CULTURE SHOCK
During this emotionally stressful time, parents' energies are drained and their enthusiasm for things "American" may be minimal. Parental support groups, personal contacts from school personnel, and minimizing demands on their time while keeping lines of communication open can be of great benefit.

ment process is to be able to offer a network of support strategies that will enable families to take advantage of the various opportunities to participate.

Implementing a Participation Model

How can a local school system encourage the participation of parents who are newly arrived and/or whose English proficiency is limited? Experience has shown that success is possible because such parents do care about their children's education and want to be involved in their local schools. When a school system provides caring, sensitive, and enlightened avenues for these parents they become active partners in education.

Factors that Affect Parental Involvement

In designing appropriate support systems for parents in general, the experiences and resources of language minority parents should be acknowledged and respected. After all, these factors will have a strong influence on their initial and later involvement. Although every family entering the school system is unique, some generalizations can be helpful. Differences in levels of involvement may be influenced by the factors described below:

1. Length of residence in the United States

Newcomers to this country will most likely need considerable orientation and support in order to understand what their child's school expects in the way of participation and involvement. Native language communication, cultural orientation sessions, and support of others who have been newcomers can be extremely helpful to newly arrived families during what may be a stressful period of adjustment.

2. English language proficiency

Parents whose English proficiency is limited may find it difficult or intimidating to communicate with school staff or to help in school activities without bilingual support from someone in the school or community. These parents can, of course, participate successfully, and can help their child at home, so care must be taken to see that they receive information and that their efforts are welcomed and encouraged.

3. Availability of support groups and bilingual staff

Native language parent groups and bilingual school personnel can make a crucial difference in fostering involvement among parents. Bilingual community liaisons can also translate the information provided to parents. These services not only ensure that information is

understood, they also demonstrate to parents that the school wants to involve them actively in the life of the school and their children's academic development.

4. Prior experiences

Language minority families differ widely in the extent to which they are familiar and comfortable with the concept of parental involvement in schools. Some newcomers may have been actively involved in their children's education in the home country, while others may come from cultures where the parents' role in education is understood in very different terms. Parents whose families have resided in this country for generations may feel unwelcome or uncomfortable in their child's school and may need encouragement and support in their efforts to participate. Others, as indicated in Epstein's study (1986), may need only some specific suggestions on how to "help" in order to participate more actively in education at home and at school.

Family Involvement Model—District-Wide

Successful implementation of programs and strategies to involve language minority families requires both a district-level response and school-based initiatives. Both components of one school district's model are described more fully below. Figure 2 illustrates the district-wide response; Figure 3 details the initiatives of one school within the system.

Intake Center

For newly arrived and/or non-native English speaking families, an Intake Center can be an effective first point of contact with the school system. An Intake Center can provide multilingual assistance in registration, placement, testing, and information services. It can also provide translation and interpretation services for parent/teacher conferences and other school activities.

Throughout the year, Intake Center staff can interpret at individual school orientation meetings. At the beginning of the school year, a district-wide orientation meeting for all parents new to the district can be organized by Intake Center staff; at the end of the year, a special workshop in which parents can be informed about summer school offerings, summer recreational options and summer youth employment opportunities will also be helpful to families. An Intake Center can help to bridge the communication gap between English-speaking school staff and parents who may not yet be fluent in the language.

Figure 2

Model for Involving Language Minority Families

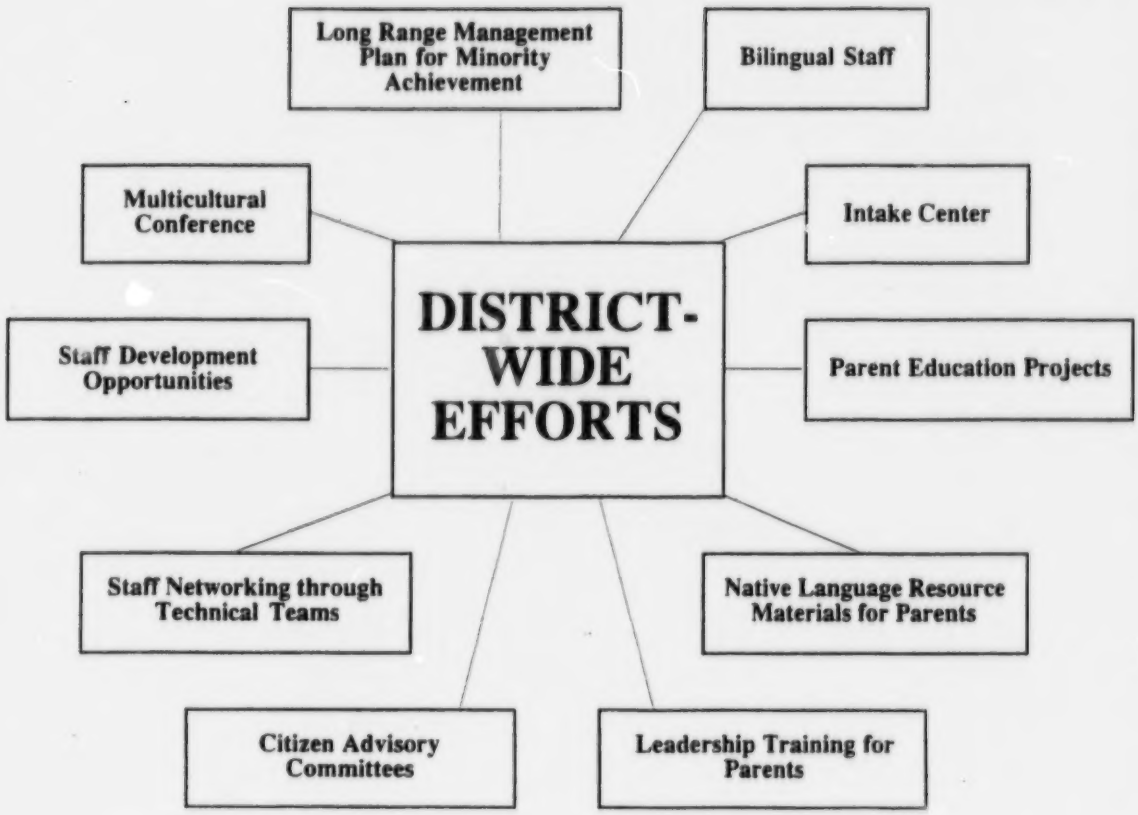


Figure 3

Barrett Elementary School

Bilingual Staff

Bilingual (community resource) assistants can be a valuable link between the schools and language minority families. They can ease both students' and parents' transition into active school involvement. Bilingual staff can help families feel welcome in the school from the start and can encourage their participation in school activities. In Arlington, bilingual assistants develop and implement activities that address the particular needs of each school and serve as links to district-wide information and programs.

Orientation for Parents

When language minority families first enter the school system, they may be in need of basic information in their native language in order to understand school policies and community resources. Because these parents vary in their experiences and skills, ongoing orientation workshops for parents on topics such as homework, school attendance and classroom discipline should be offered. An orientation handbook translated into several languages is also extremely helpful. The handbook should contain information on school and community resources of interest to parents.

Back-to-School Night and Parent/Teacher Conferences

Two important activities that can take place in the schools are Back-to-School Night and Parent/Teacher Conferences. In Arlington County, Back-To-School Night is held yearly in September, and Parent/Teacher Conferences are held twice a year. Both events provide opportunities for parents and teachers to meet and to share important information about the school and/or student progress. Priority is given to providing interpreters at Back-To-School Night and at Parent/Teacher Conferences so that all teachers and parents can benefit from the exchange.

In Arlington County, the Intake Center provides paid interpreters for conferences between parents and teachers. These interpreters contact parents before conferences and help put them at ease by conveying the purpose for the meeting. They arrange to meet parents at the school and escort them to the conference. Because these conferences are so important, care must be taken to schedule them for the convenience of both working and non-working parents. Alternative times for conferences, such as early morning or evenings, should be explored to enable parents to participate. Letting parents know that their participation is important and providing a welcoming, reassuring environment helps create the conditions needed for substantive communication between home and school.

Parent Education Workshops

In addition to orientation sessions for parents and parent/teacher conferencing, parents have shown an interest in attending school-sponsored workshops which help them improve their parenting skills and enable them to work more confidently with their children on school-related tasks. A sample workshop on the topic of reading appears in the Appendix.

Language minority parents may respond more positively to those workshops conducted in their native languages or with native language interpretation provided. The provision of onsite childcare also increases attendance.

Multilingual Family Learning Activities

Multilingual family learning activities for home use provide another avenue for parents to support the school curriculum and help their children learn. Such activities are extensions of the classroom curriculum. In Arlington, staff provide an orientation for parents on the use of the family learning activities, introduce the activities to students in the classroom, then send them home on a regular basis. Parents and students complete response sheets, sometimes including a product based on the activities, and return them to the teacher. In our experience, response from parents has been outstanding, especially when there is a continuous monitoring of completed and returned activities and when participants receive recognition for completing the activities.

Native Language Parent Groups

When there are concentrations of minority languages in a given school or community, native language groups can be an excellent way to bring parents into the schools. The group becomes a vital source of information and a means of establishing a network of friends within the community. Through the group, parents can develop the leadership skills needed for participation in other governance and advocacy activities. Parents need to be involved in making the decisions that affect their children's education.

In Arlington, several language-specific parent associations have been formed in recent years. These parent groups not only reach out to newly-arrived parents but also provide a link to organizations like the Parent–Teacher Association (PTA) and other district-wide organizations.

Citizen Advisory Committees

Another way to enhance parent participation is by establishing a network of citizens' advisory committees which can make recommendations to the school board on a variety of issues. In Arlington County,

those citizens' advisory committees meet monthly. One of these committees advises the board on how to improve services for language minority students and parents; others advise administrative staff on individual curricular subject areas. The school board has made concerted efforts to recruit language minority participation on each of its advisory committees.

District Support for Staff

Fostering home–school cooperation requires that school personnel receive support in their efforts to reach out to families, communicate effectively, and work in partnership with parents. This can be accomplished through—

Staff development on topics such as:

- understanding cultural differences and diverse learning styles;
- planning and conducting effective parent meetings;
- utilizing cultural heritage to support instruction; and
- working with family learning activities.

Staff development should be offered on an ongoing basis to enable staff to identify and employ successful strategies with their students' families.

Development of resource materials on topics such as:

- cultural background of minority language groups represented in the student population;
- working with language minority parents; and
- working effectively with interpreters.

Offering stipends and recertification credits:

- for conducting parent workshops and developing materials after school hours.

Offering opportunities to network with colleagues:

- to share concerns, questions, success stories, and the challenges encountered in the process of working with parents to enhance the academic achievement of students. School districts should seek to provide such opportunities both formally and informally. For example, monthly administrative staff monitoring meetings, which include discussion of issues related to involving language minority parents, can be implemented. A district-wide committee on parent involvement might be established to enable teachers, aides, and resource assistants to come together on a regular basis to share experiences and resources. In Arlington County, a committee was formed to explore avenues for providing leadership opportunities for Spanish-speaking parents.

District-Wide Multicultural Conference

For the past ten years, Arlington Public Schools has sponsored an annual conference to address issues of importance to language minority parents and to celebrate the County's rich cultural heritage. Initially, the Multicultural Conference consisted primarily of informative workshops for parents conducted in several languages. In recent years, it has emphasized the importance of the County's cultural diversity and has sought to involve more staff, students, and families in both the study and celebration of the contributions made by all ethnic groups represented in Arlington. In 1990, more than 800 parents, students, and teachers participated in this festive event, which is seen as a major cooperative effort of the community, families, and the schools.

Developing a Long Range Plan

Ideally, planning should be long range and should precede program implementation; realistically, the reverse is often true. In the Arlington Public Schools, the success experienced in relatively small-scale family involvement initiatives has led to the development of comprehensive, district-wide, long-range plans to involve language minority families. The plan calls for the identification of strategies and mechanisms to address achievement and participation of all minorities, including coordination with other program areas, staff development, and parent and community involvement. The plan has the support of the superintendent and the school board.

District-level initiatives establish the broad framework for outreach to parents and community. How the framework described above is translated into action at the school level with a particular group of parents and teachers varies from school to school. The following is a case study of one elementary school that has made intensive efforts to foster home–school cooperation with its language minority families.

Barrett Elementary School: Empowering Parents

Kate Waller Barrett Elementary School is one of eighteen K–5 elementary schools in Arlington County. Of its 315 pupils, 82 percent are language and racial minority students. Sixty percent of Barrett's pupils are Hispanic. Nearly half (46.7 percent) of the students at Barrett are identified as limited English proficient (LEP); county-wide, 16 percent of all students are designated as LEP.

The Role of the Principal in Parent Involvement

Given Barrett's student population, staff have found it both unrealistic and ineffective to expect the more traditional form of home–school cooperation with "parents-in-the-school" involved as volun-

teers in highly successful fund drives. New expectations focus on a broader meaning of cooperation, requiring that much of the initiative be taken by the school. The principal assumes a new role as a facilitator, seeking to open the school to a variety of groups for multiple purposes. He provides leadership and encouragement to both staff and parents to work together to improve the environment of the school, to establish a sense of community among a diverse group of families, and to support a climate of high academic expectation for all students.

When Barrett's current principal assumed that role in 1982, he made parent involvement a high priority on his personal agenda. His goals included the following:

- hiring staff who are bilingual and who view working with parents as a high priority;
- sending written communications home in two languages and provide interpreters for parents at school events;
- acquainting parents with the resources that are available to ease their transition into their new community; and
- encouraging the integration of language minority families into existing PTA activities and programs.

Working toward these goals has required a willingness on the part of the principal to tolerate possible grievances from applicants who are not bilingual. It has meant dealing with some individuals' initial impatience with bilingual interpretation at meetings where both monolingual English-speaking parents and language minority parents were present. It has necessitated ongoing encouragement of staff and parents when they become discouraged about the extra time and effort it takes to reach out to a diverse community. And, finally, it has required the flexibility to schedule many events during non-school hours, to provide childcare so that families can attend school functions, and to find translators so that no one feels excluded from the life of the school.

School-Based Efforts

Several policies and programs for fostering home–school cooperation make up the model that has been implemented at Barrett. They are illustrated in Figure 3. Each is described briefly below in relation to the five broad categories of parent involvement outlined previously.

1. Helping parents meet their children's basic education needs

The parents at Barrett School are very much concerned about their children's well-being and education. However, because many of them are newcomers to the United States, they sometimes have limited understanding of, or experience with, school expectations and methods of instruction in this country. Sometimes the newcomers follow cul-

tural parenting norms that differ significantly from those that school personnel may expect, and the changes of lifestyles resulting from immigration can produce both confusion and stress. For these reasons, Barrett has initiated activities designed to educate parents about cultural expectations, the school program and curriculum, their new community, and parenting.

Orientation to Barrett School

Three sessions are held each year to introduce all parents to the curriculum and special program options at the school. These orientations are conducted in English and Spanish.

Back-to-School Night is held in September of each year. Parents attend presentations by their children's teachers, which address curricular objectives, behavioral expectations, grading and homework policies, the nature of the student's day, and projects to be expected in the course of the school year.

An Evening for Kindergarten Parents is held in October or November of each year. During the meeting, kindergarten teachers and reading teachers illustrate for parents the developmental steps for children learning to read and write.

An Evening on the Gifted and Talented Program is also held in the fall. Typically, this meeting addresses the school district's criteria and procedures for identifying students as gifted or talented. Parents learn how students are served and see the units used at each grade level.

Parent Education Workshops

The school's bilingual community resource assistant coordinates a series of bi-weekly parent education meetings for newly arrived parents of children in grades K–2. These workshops address topics such as school expectations, child development, effective discipline, and basic concepts taught in school. Childcare is provided at these meetings; often, there are as many children attending as adults.

The last evening in this series includes an awards ceremony where parents are recognized with certificates for their frequency of participation. A potluck supper completes the evening.

Parenting Workshops

The counselor at the school sought and obtained a special grant from a local organization to help parents deal with the stress of immigration and the problems resulting from that stress. The counselor initiated bi-weekly parenting sessions on a variety of topics, including understanding children's feelings, assertive behaviors, and family communication patterns; preventing substance and drug abuse; and understanding developmental differences in childhood.

2. Improving communication between home and school

Bilingual Staff

As mentioned earlier, the principal has made it a priority to hire bilingual staff whenever vacancies occur. (Currently, 13 of Barrett's 41 staff members are bilingual.) The bilingual community resource assistant is a key person because she works with students, teachers, and parents, serving as a vital link between home and school.

Bilingual Materials

Communications from the school are sent home in both English and Spanish. The PTA newsletter is translated as well. Bilingual staff regularly call parents to ensure that information has been received and understood.

3. Bringing parents into the school as participants

Although volunteering at school during the day is not an option for many of Barrett's working parents, a number of activities are held outside of regular school hours that are of interest to the diverse elements of the community. These activities are often sponsored by the school's PTA and include evening meetings, a book fair, an international potluck, the Sock Hop, and the annual Spring Fair.

Typically, evening meetings feature some aspect of student work, such as music performance, art displays, drama performances, a science fair, or a colonial fair. These generally require no more parental effort than that required to attend and enjoy and, in doing so, demonstrate support for what their child is doing.

4. Helping parents support their children's learning in the home

Barrett School has two special projects designed to involve parents in working directly with their children on curricular objectives at home. The first is the Family Learning Project, which involves children and parents in a series of special learning activities. The second is Project Discovery, which focuses on science and mathematics for all families and has two parent support components.

The Family Learning Project

The goals of the ten-week Family Learning Project are to have parents and children learn together, at home, through the use of family learning activities. Such activities increase the likelihood of student success in school. The project begins and ends with a meeting for parents. The first meeting is devoted to orienting parents to the project and includes demonstrations of how the activities are done. In 1990, the activities for upper grade students included the following:

- using the newspaper index
- understanding parts of the newspaper
- using the comics to learn
- buy it!
- making a study schedule
- recording your study time
- what TV is best to watch?
- which TV shows are alike?

At the end of the ten-week project, there is a potluck supper and awards ceremony. Certificates and silver dollars are presented to families who have completed all eight lessons. Families who complete at least five activities receive certificates of accomplishment. Each child's picture is taken with his/her family as part of the ceremony. Approximately $500 to $800 is required to support the Family Learning Project.

Project Discovery

This project, begun in 1990–1991 as a part of a larger district initiative, addresses learning in science and mathematics. One important component of the project is a series of monthly evening workshops taught by The Project Discovery Teacher in the school's science–mathematics laboratory, during which parents learn about science, mathematics, and resources available for each. In addition, there are two "festival" evenings. The first is devoted to patterns, the second to plant and animal life during which the school is converted into a "swamp."

5. Involving parents in governance and advocacy activities

In Virginia, each school is required to have its own parent advisory committee. Barrett's parent advisory committee is charged with reviewing the school's annual plan, and assessing student academic progress, as well as other aspects of the school or district educational program. It typically consists of two representatives from the PTA Executive Committee and four other parents. To encourage language minority participation, the principal contacts parents directly if they do not respond to an invitation in the PTA newsletter.

On other occasions, such as the self-study process for regional accreditation, other committees are needed to effectively examine school programs. At Barrett, the self-study and the design of Project Discovery required substantial parent involvement. The principal directly nominated or appointed representatives from the different language groups to committees or sought nominations from knowledgeable staff members.

The PTA has organized groups of parents to provide input to the

school board when important issues arise. For example, a representative group appeared before the school board to contest consideration of changing the Barrett school boundaries, an action that would have reassigned their children to other schools. Parents addressed the board in both English and Spanish, with interpretation provided.

Evidence of Success

What evidence do we have that these efforts to involve parents are successful? Do we know that parents value them? There are several indirect measures that serve as indicators of success at Barrett:

- Parent representatives to the Advisory Committee attend at least five of the six meetings held annually;
- International Night is typically attended by more than 150 parents and their children;
- Parent Education evenings are regularly attended by 18 to 30 parents;
- Between 30 and 40 parents attend the orientation or awards evenings for the Home Learning Project, and even more families participate in the project's activities;
- Back-to-School Night hosts between 150 and 180 parents each year;
- Attendance at the Kindergarten Evening ranges from 12 to 20 parents;
- The Gifted and Talented Program evening draws from 4 to 15 parents;
- Project Discovery workshops attract from 12 to 30 parents;
- Project Discovery festival evenings draw more than 150 parents and their children.
- Student attendance at school is consistently above 95 percent.
- Parent participation in Parent Teacher Conferences averages more than 80 percent.

On various standardized measures, Barrett students perform on a par with other Virginia students even though the majority of Barrett's students are non-native English speakers. Each fall, Arlington fifth-grade students take the Degrees of Reading Power test in order to identify students who may need additional assistance to meet the literacy level required to graduate from high school. Of Barrett's 29 fifth graders, 11 are native English speakers and 18 are language

minorities. Twelve of the students scored high enough on the Reading Power test to be able to predict their ability to pass the literacy test when it is administered in high school. Seven of the 12 were non-native English speaking students.

Can such results be directly linked to parent involvement? Perhaps not, but what Barrett staff do know for certain is that staff and parents cooperate as partners to ensure student success in school. Communication is two-way; parents feel comfortable and welcome at the school; staff work directly with parents to encourage student learning at home; pupil attendance is consistently high; and parent participation at the school and county level is evident. Research studies conducted in other locales strongly suggest that such collaboration yields positive gains in student achievement.

Conclusion

Fostering home–school cooperation in today's world requires time, effort, and an investment of both human and financial resources. It calls for a re-examination of the assumptions that have traditionally defined parent involvement in the school. If cooperation is to be realized, there must be a commitment to opening opportunities for participation to all families, regardless of the parents' language background, level of education, or familiarity with school procedures and policies. School staff need administrative support, time, and access to resources if they are to work cooperatively with their students' families. The end result, of course, is that students benefit, and all who are involved reap profound rewards.

The activities suggested above are only a few that have been tried and found to be successful. There are more activities that might be initiated that can develop closer home–school relationships.

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Parent Workshop
Reading: A Shared Experience

MOTIVATION
1. Presenter demonstrates how an adult reads with a child.
2. Presenter asks parents to think about what they saw in demo.
3. Parents discuss what they saw. Presenter lists input on a chart.
4. Presenter asks parents who read with their children to describe their experiences.
INFORMATION
5. Presenter presents reasons why reading with your child is important.
6. Group discusses steps to reading to a child.
7. Presenter provides examples.
PRACTICE
8. In pairs, parents roleplay what to do when child wants to share school work/ book with them.
• Discuss reading materials they may have at home and where they can get others.
9. Parents and children begin a Book of My Family. Each page of book features one family member. Child illustrates and labels if possible. Book is finished at home.
APPLICATION
10. Parents plan how to implement home reading with child.
11. Parents make commitment to read with their children.
12. Parents read with their children at home.
13. Parents share their experiences with the group at subsequent meeting.

FOCUS:
To help parents understand why it's important to read with their children.
To help parents identify what to read with their children.
To help parents understand how to read with their children.

Etta Johnson, ESOL/HILT
Arlington Public Schools, 1988

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Herbert W. Ware has been principal of Kate Waller Barrett Elementary School in Arlington, Virginia, since 1982. He has held a variety of other administrative positions in the district including those of Deputy Associate Superintendent for Instruction, Supervisor of Mathematics, and Director of Testing. In 1990, Dr. Ware gave a joint presentation with Dr. Violand at the annual convention of the National Association of Elementary School Principals; their presentation was entitled, "The Challenge: Quality Instruction and Parental Involvement for a Culturally and Linguistically Diverse Student Population."

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Helping Parents Understand the Stages of Their Child's Reading Development

by Gail Londergan

There now are a great many excellent resources for helping parents help their children to become readers—that is, people who not only can read, but who enjoy reading. In this bibliography, recent literature on this topic is presented in four sections. The first section lists overview materials; the remaining three sections cover three stages of growth in reading achievement-early childhood, beginning reading, and the development of reading enjoyment and good reading habits.

In early childhood, the central relationship is that between parent and child. Education is informal in nature, and the single most important activity upon which parents can focus is reading aloud. Most of the documents in this category discuss reading aloud. Some also describe related activities which can help children learn about letters and words.

A more complex relationship—i.e., that of parent-child-school—is at the center of the beginning reading stage. This is the time of transition of informal to formal education. Parents need to know how to assess a school's reading program. Is the connection between reading and writing being made? Are the mechanisms for monitoring each child's progress adequate? Both the child and his/her teachers should see parents as the child's "cheerleaders" and "advocates."

In the third or "developing readers" stage, the central relationship is that of child to school. However, even though reading now is part of a formal educational process for the child, his/her home will continue to be a critical learning environment. Documents in this section of the bibliography focus upon things parents can do to encourage a good attitude towards reading, and the formation of good reading habits.

Overview

Behm, Mary, and Behm, Richard. *101 Ideas to Help Your Child Learn To Read and Write.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 52p. $6.50]

Based on the idea that parents are their children's first and most important literacy teachers, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television.

Binkley, Marilyn R.; and others. *Becoming a Nation of Readers: What Parents Can Do.* Heath (D.C.) and Co., Lexington, Mass.: Office of Educational Research and Improvement (ED), Washington, DC. 1988. [ED 289 160]

Intended for parents and also based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers."

Clary, Linda Mixon. *Parents Teach Reading, Too.* 1989. 7p. [ED 310 359]

There are three planks in a platform that will help all parents become involved in their children's learning to read. First, parents must set the example. If they want their children to read, parents must read around them and to them. Secondly, they must follow up on reading. This follow-up could involve helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, and watching TV shows about books. Finally, parents must participate in, evaluate, and make requests of the instructional program at the child's school. A "Twenty Questions" list can help the parent fulfill this responsibility.

Glazer, Susan Mandel. *Creating Readers and Writers.* Parent Booklet No. 165. [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1990. 17p. $1.75] Published by the International Reading Association.

This booklet describes how individuals learn to use language; urges parents to build positive attitudes toward reading, writing, and speaking by praising the child's efforts and leaving correction for the classroom; suggests ways to demonstrate the purposes of reading, writing, and speaking; and encourages making books readily available to children, describing children's needs from birth to age 12.

Meek, Margaret. *Learning to Read.* [Heinemann Educational Books Inc., 70 Court Street, Portsmouth, NH 03801. 1986. 254p. $12.50]

Intended for those who want to encourage children to read, this book deals with children learning to read at different stages. The chapters are arranged by age of child (younger than 5, 5 to 7, 7 to 10, 11, and 14).

Roser, Nancy L. *Helping Your Child Become a Reader.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 21p. $1.75.] Copublished with the International Reading Association.

This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers, such as: (1) continuing to read to children once they learn to read; (2) reading to children regularly; (3) talking about what is read; (4) sharing reading; (5) starting slowly; and (6) selecting books wisely.

Grinnell, Paula C. *How Can I Prepare My Young Child for Reading? An IRA Micromonograph.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1984. 13p. $1.75] Published by the International Reading Association.

Dealing with the critical years from birth through kindergarten, this booklet discusses in depth: (1) talking and reading to the child, (2) letting the child read and write, (3) being a model of reading and writing behavior, and (4) encouraging the child's interest in reading and writing.

Silvern, Stephen B.; Silvern, Linda R. *Beginning Literacy and Your Child.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 21p. $1.75] Copublished with the International Reading Association.

Emphasizing that beginning literacy consists of experiences during the first years of life that lead to reading and writing, this booklet offers practical tips for parents who wish to create a literate home environment for their young children.

Trelease, Jim. *The New Read-Aloud Handbook.* [Viking Penguin, 40 W. 23rd St., New York, NY 10010. 1989. 290p. $9.95.]

Intended not only for parents and teachers, but also for grandparents, siblings, and librarians, this handbook promotes reading aloud as a way to stimulate students' interests in reading and to improve their reading achievement.

Wahl, Amy. "Ready...Set...Role: Parents' Role in Early Reading." *Reading Teacher,* v42 n3 p228-31 Dec 1988.

Outlines 26 activities to help parents foster an interest in reading, including bookmaking, grocery shopping, reading-aloud sessions, and zoo trips.

Beginning Reading Stage

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles.* [Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1986 307p. $23.95.]

Designed to assist parents, classroom teachers, reading specialists, and special educators, this book describes effective reading programs for children at all reading levels. Appendixes contain a learning style inventory, a reading-style inventory, and a list of publishers and suppliers of commercial reading materials.

Flood, James; Lapp, Diane. "Reporting Reading Progress: A Comparison Portfolio for Parents," *Reading Teacher,* v42 n7 p508-14 Mar 1989.

Explains how a comparison portfolio can illustrate a student's progress by contrasting performances from the beginning and end of the school year. Notes that the portfolio should include standardized test scores, informal assessments, student writing samples, voluntary reading program reports, self assessments, and samples of class reading materials.

Loveday, Evelyn; Simmons, Katy. "Reading at Home: Does It Matter What Parents Do?" *Reading,* v22 n2 p84-88 Jul 1988.

Examines parental involvement in shared reading and reading games as they affect reading improvement. Concludes that it doesn't matter which reading-related activity parents do with their children, as long as they receive initial counselling and ongoing support from the school.

Robinson, Richard D.; Hulett, Joycelin. *Reading & Writing in the School and Home.* Missouri Univ., Columbia. Extension Div. 1984. 23p. [ED 264 556]

Intended for parents and educators, this monograph briefly describes the relationship between reading and writing and includes suggestions for activities at home and at school that interrelate reading and writing.

Wendelin, Karla Hawkins; Danielson, Kathy Everts. "Improving Home-School Links in Reading by Communicating with Parents," *Clearing House*, v61 n6 p265-68 Feb 1988.

Suggests ways in which parents and teachers can work together. Presents results from a survey which examined parents' knowledge and beliefs about reading, and indicated the need for more parent-teacher interaction. Recommends parents make a conscious effort to reinforce the school's reading program.

Developing Readers Stage

Asheim, Lester, Ed.; and others. "Reading and Successful Living: The Family-School Partnership." [Library Professional Publications, 995 Sherman Ave., Hamden, CT 06514. 1983. 161p. $11.50.]

The items in this book were drawn from a symposium intended to (1) recommend priorities in national educational policy relating to reading; (2) focus attention on the essential role of an active two-way, family-school partnership in encouraging reading as a lifetime habit; and (3) help various organizations concerned with literacy and reading shape their goals and programs.

Building a Family Library. A Guide for Parents. [Reading Is Fundamental, Inc., 600 Maryland Ave. S.W., Room 500, Washington, DC 20560. 1989. 7p. $.50.]

This brochure presents ideas for creating a special place for a family's reading materials—a "family library"—and for helping children build their own personal collections. It suggests a variety of sources for good, inexpensive books and other reading materials for the whole family.

Demos, Elene S. "Technological Resources for Parents," *Reading Horizons*, v28 n2 p85-91 Win 1988.

Describes how parents can use technological advances such as television, VCRs, and computers to enhance their children's reading, writing, and problem-solving skills.

Myers, Jamie. *You Can Encourage Your High School Student to Read.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 25p. $1.75.] Copublished with the International Reading Association.

This booklet focuses on how to encourage high school students to read. It describes the social needs of teenagers, general guidelines for developing purposeful reading, and specific strategies to develop purposes for reading. Under each of the different purposes, some suggested activities to motivate teenagers to read are provided.

Reed, Arthea J.S. *Comics to Classics: A Parent's Guide to Books for Teens and Preteens.* [International Reading Association, Box 8139, Newark, Del 19714. 1988. 131p. $8.95.]

Approximately 500 books for teens and preteens (between the ages of 10 and 20) are listed and briefly annotated in this book designed to offer parents advice on adolescents and on books for adolescents. Chapters discuss the stages of adolescent development; talk about the adolescent as a reader; discuss techniques parents can use to encourage adolescents to read; and examine the value of discussing books with adolescents.

Summertime Reading. How to Encourage Your Children to Keep Books Open after School Doors Close. A Guide for Parents. [Southern Illinois University Press, Box 3697, Washington, DC 20560. 1989. 7p. $ .50.]

This brochure discusses enriching summertime or vacation experiences that stimulate children to read and learn more, and free or low-cost resources available in the community, such as the library, park programs, zoos or nature centers, museums, historic districts, and community arts. It concludes with a 2-month calendar of simple activities that involve reading and related skills.

I Don't Have Time to Read—Honest!

AN AMAZING thing happens to children: They grow into adulthood. In the time of greatest change, teenagers can look like adults and act like children (and vice versa). The transformation is wonderful and, at times, frightening.

The unpredictable behavior of adolescence can weaken the relationship between parent and child. That's too bad, because the process of leading into adulthood is what the word "education" originally meant (in Latin). If we abandon teenagers to their own devices, we abandon their education.

Take reading. In childhood, the stress is to learn to read. When our children do learn, we are apt to sigh in relief. School success is clearly a lot easier when a child reads well. Later, however, we take less interest in our teenagers' reading habits. Perhaps we think, "Let them relax and watch TV or gab on the phone."

When that happens, we've lost it. Because reading isn't some kind of chore, and teenagers don't need to get the message that it is. Reading with a purpose is part of the adult role. The idea of purpose is a bit complicated, but it means that the adult has some reason—some motive that he or she is aware of—for reading. There are about as many motives as there are adults, so "motivation" is not really a problem.

One thing teachers and parents can do is to help teenagers discover those motives. Obviously, that can happen only when adults who read actively share experiences, views, and information with the teenagers they care about. Teenagers seek role models, and both parents and teachers are near at hand for this purpose—so becoming a role model is not really so difficult.

Some of the motives that have meaning for teenagers include knowledge about personal relationships and getting insights into one's own identity. They include reading that helps a person develop opinions and values or understand current events. More practical motives include investigating career options, expanding knowledge of a hobby or special interest, or becoming a more shrewd shopper.

When people who care about them read and share the importance of reading, then teenagers learn not just *how* to read, but they learn *what reading is for*.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.

No tengo tiempo para leer;; ¡Es la verdad!

ALGO asombroso les ocurre a los niños. Se convierten en adultos. En el tiempo de mayor cambio, los adolecentes parecen adultos pero actuan como niños y vice versa. El cambio es maravilloso y a veces causa miedo.

El comportamiento a veces inexplicable de los adolecentes puede debilitar las relaciones entre padres e hijos. Esto es triste, porque el proceso de guiar a los niños hacia la edad adulta es lo que la palabra educación originalmente significaba (en Latin).

La lectura, por ejemplo; en la niñez el enfásis es en aprender a leer. Cuando nuestros niños aprenden, suspiramos con alivio. El éxito en la escuela es más fácil cuando el niño lee bien. Más tarde sin embargo no tomamos tanto interés en los hábitos de lectura de los jóvenes. Quizás pensamos, que los vamos a dejar descansar, mirar la televisión, o hablar por teléfono.

Cuando esto pasa, hemos perdido porque la lectura no es una tarea; y los jóvenes no deben pensar que lo es. Leer con propósito significa que el adulto tiene, una razón, un motivo para leer. Hay tantos motivos como hay adultos; asi es que la motivación, no es problema. Lo que los padres y los maestros pueden hacer es ayudar a los jóvenes a descubrir la motivación para leer. Esto ocurre cuando los adultos que leen comparten sus experiencias, ideas e información con los jóvenes. Los adólecentes necesitan modelos y ambos padres y maestros van mano a mano en este propósito.

Algunos de los temas que tienen significado para los jóvenes son, relaciones personales, y el obtener información sobre su propia identidad. También lecturas que incluyen información sobre el desarrollo de valores, opiniones o eventos actuales. Motivos más prácticos son opciones para carreras, y aumentar el conocimiento de "hobbies" (pasa tiempos) e intereses especiales.

Cuando personas que son importantes para los jóvenes leen y comparten la importancia de la lectura, entonces los jóvenes aprenden no solo como leer, pero aprenden para que se lee.

Para más información llame a ERIC Clearinghouse en Educación rural y escuelas pequeñas (ERIC/CRESS) llame gratis al 1-800/624-9120. Para más información sobre ERIC y sus servicios llame Eric a 1-800/USE-ERIC.

ERIC CLEARINGHOUSE ON URBAN EDUCATION

DIGEST

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IMPROVING THE SCHOOL-HOME CONNECTION FOR LOW-INCOME URBAN PARENTS

The importance of a child's home, and parent participation in school activities, to learning is undisputed. Therefore, it is unfortunate that the poor achievement of low-income urban students has often coexisted with a perceived lack of parent interest in schooling, creating a tendency to lift the burden of these children's academic failure from the schools by blaming their parents' lack of involvement in education. In fact, conversely, low-income parents can and want to help with their children's schooling—both at home and at school. Thus, teachers and other school staff need reach out to parents in ways they can respond to, and help them help their children.

The Low-Income Urban Parent

Poverty weighs most heavily on urban children. Most of these poor urban children live in the growing number of single parent, female-headed households, where low wages and unemployment make life an increasing economic battle. Among blacks and Hispanics living in poor urban neighborhoods, the proportion of female-headed families is particularly high.

Even when a man is present in the household, families are increasingly comprised of children with more than one parental relationship. Since many mothers of school-age children are in the work force, not only stepmothers, but custodial mothers, and a variety of paid helpers, are all part of the complicated and imperfect patchwork of childcare.

School-Based Activities and Single and Working Parents

Research suggests that the more parents participate in schooling, in a sustained way, at every level—in advocacy, decision-making and oversight roles, as fundraisers and boosters, as volunteers and paraprofessionals, and as home teachers—the better for student achievement (Gordon, 1978). However, given the pressures of daily life on urban parents, a number of questions are raised about whether schools can engage poor, single, or working parents, who may be busier or have more troubled households than middle-class parents.

Understandably, educators, whose own time and resources are limited, are wary about expending insufficient effort in generating parent involvement. Yet, school personnel tend to decide in advance that single and working parents cannot be approached or relied on (Epstein, 1984, March). Though there may be a vast distance between parents' worry- or concern and their actually reaching out, single working parents as well as dual working parent families are especially likely to want more contact and consultation with teachers, and they are as dissatisfied as the teachers about any loss of contact (The Metropolitan Life Survey, 1987).

In both dual working parent and single working parent families, parents' involvement in school activities is usually partly related to the flexibility of leave policies on their jobs. While most employers are still rigid about the time and hours they demand of their workers, they can be encouraged to allow flextime for working parents, and to extend short leaves beyond emergencies, so that parents can observe their children in the classroom or attend meetings (Espinosa, R., 1985). Where a corporation employs a large number of parents, times can actually be arranged with the employer for parent-teacher conferences and school meetings. These employer-school collaborations humanize the work place, increasing productivity along with employee morale as they make clear the employer's commitment to the next generation of workers.

Improving School-Based Participation

To generate better communication between schools and single and working parents, schools can be encouraged to move in a number of directions (Rich, 1985):

- be sensitive to parents' scheduling difficulties, and announce meetings and other events long enough in advance for parents to arrange for time off from work;
- create a more accepting environment for working and single parents, as well as those undergoing separation, divorce, or remarriage, or acting as a custodial parent;
- schedule teacher-parent-counselor evening meetings, with childcare;
- allow open-enrollment so that children can attend schools near parents' work places;
- provide before-school and after-school care;
- be careful about cancelling school at the last minute because of weather conditions, and leaving working parents with no resources for the care of their children;
- facilitate teen, single, working, and custodial parent peer support groups;
- provide both legal and custodial parents with regular information on their child's classroom activities, and any assistance they may need to become involved with the child's learning.

Home-Based Learning and Single and Working Parents

When parents' time for school involvement is limited, home-based learning is said to be one of the most efficient ways for parents to spend their time (Walbert, 1985). Nevertheless, teachers tend to favor parents who come to school, thus creating a cycle of positive reinforcement that leads to gains for those children whose parents come to school and shuts out parents (and their children) who are afraid or unable to do so (Toomey, 1986). Home-based learning breaks into this cycle and helps those who need help the most.

In fact, low-income single and working parents often *can* and *do* spend as much time helping their children at home as do middle-class parents with more education and leisure (Epstein, 1984, March). As with school-based involvement, it can be the teachers who hesitate to give these children work to take home, wrongly fearing that the parents will not be available to help. However,

when teachers reach out to parents, these parents are generally more than willing to help. More impressive, when teachers *help parents to help their children*, these parents can be as effective with their children as those parents with more education and leisure, whom teachers expect to help their children (Epstein, 1984, April).

The Best Ways to Help Children at Home

Recent research on parental involvement in home learning differs about how the home and school should relate. While some researchers emphasize changing what goes on in the low-income or minority home in order to create learning situations that are more consistent with school learning (Walbert, 1984; Grau, Weinstein, & Walberg, 1983), others focus more on what can be done to increase teachers' understanding of the "natural" learning that goes on in any low-income home (Brice-Heath, 1983), or even to help these families help "empower" each other (Cochran, 1987). One author concludes that the "school-to-home pathway . . . is more likely to be effective if the two-way nature of the path is explicitly recognized by educators" (Cole & Griffin, 1987).

A first step in fostering home learning is letting parents know that there are simple, time-efficient ways to help their children. This can be done in a variety of ways (Rich, 1985):

- bilingual media campaign on the important role of the home in educating children;
- support for home learning from ministers and other respected leaders;
- family learning centers in schools, storefronts, and churches that offer help (bilingual, when necessary) to parents wanting to help their children learn;
- bilingual hot-lines for parents who need help in helping their children with their homework; and
- school-designed learning activities that parents and their children can do together.

Enhanced Schooling through Parent Involvement

Home-learning projects are critical for many low-income families who do not automatically give their children the assistance and stimulation necessary for success in school. Although both schools and parents must be inventive to increase parent involvement, it is important to keep in mind that every activity a child engages in can be enriching, and that the time children spend at home with their parents can be made as educational as the time they spend in school.

—Carol Ascher

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ERIC CLEARINGHOUSE ON URBAN EDUCATION

DIGEST

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INCREASING THE SCHOOL INVOLVEMENT OF HISPANIC PARENTS

The importance of family structure and support for extended families remains strong among Hispanics in the U.S. despite news reports about the decline of the traditional family in general. At home, Hispanic children are usually nurtured with great care by a large number of relatives. Often, however, family members don't extend their caregiving role into their children's schools; they are reluctant to become involved in either their children's education or in school activities. In the case of poor Hispanic parents, interactions with school range from low to nonexistent (Nicolau & Ramos, 1990).

There is considerable evidence that parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economic, racial, or cultural background of the family (Flaxman & Inger, 1991). Thus, given that 40 percent of Hispanic children are living in poverty, that Hispanics are the most under-educated major segment of the U.S. population, and that many Hispanic children enter kindergarten seriously lacking in language development and facility, regardless of whether they are bilingual, speak only English, or speak only Spanish, the need to increase the involvement of Hispanic parents in their children's schools is crucial.

Schools and Hispanics: Separated by Social Barriers

In Hispanics' countries of origin, the roles of parents and schools were sharply divided. Many low-income Hispanic parents view the U.S. school system as "a bureaucracy governed by educated non-Hispanics whom they have no right to question" (Nicolau & Ramos, 1990, p. 13). Many school administrators and teachers misread the reserve, the non-confrontational manners, and the non-involvement of Hispanic parents to mean that they are uncaring about their children's education—and this misperception has led to a cycle of mutual mistrust and suspicion between poor Hispanic parents and school personnel.

Many schools have unconsciously erected barriers to Hispanic parents, adopting a paternalistic or condescending attitude toward them. In some cases, parent-teacher organizations meet during working hours, and material sent home is in English only. Few teachers or administrators are offered guidance or training to help them understand and reach out to Hispanic parents, and school personnel rarely speak Spanish. Less than three percent of the nation's elementary school teachers, less than two percent of secondary teachers, and only two percent of other school personnel are Hispanic (Orum & Navarette, 1990).

The Hispanic Family: An Untapped Resource

One step that schools can take is to understand and tap into an important and underutilized source of strength—the Hispanic extended family. Aunts, uncles, grandparents, cousins, godparents, and even friends all play a role in reinforcing family values and rearing children. This is a resource that schools can and should draw on.

With budget cuts affecting virtually every school district in the country, public schools have turned to parents for help. Parents keep school libraries open, raise funds for computers and playground equipment, and, at some schools, even pay out of their own pockets to continue before-school and after-school enrichment programs. Although worthwhile, these efforts raise troubling questions: "[W]hat happens to schools in which parents do not have enough money to compensate for the system's failings?" (Chira, 1992). And what happens at schools where Hispanic parents are not involved and therefore are not available to supplement the school's staff? Does this put their children at an increased competitive disadvantage? Budget crises thus reinforce the urgency for schools to break down the barriers between them and Hispanic families.

Through expanded outreach efforts, a budget crisis could be an opportunity to bring Hispanic family members into the school. Even if the parents are working and cannot volunteer their time, other available family members could serve as a pool of potential volunteers. If the schools need their help, and if this need is made clear, Hispanic family members are more likely to feel welcome, useful, and respected, and this participation could lead to a fuller involvement with the school.

But the need for schools to work with what Delgado (1992) calls the "natural support systems" of Hispanics—e.g., the extended family, neighborhood mutual-help groups, community based organizations—goes beyond the short-term exigencies of a budget crisis. By working with these natural support systems and not insisting on meeting only with the nuclear family, schools can draw poor Hispanic families into the system.

Removing the Barriers

Some educators, community groups, and government agencies are working to develop ways to encourage greater participation by low-income, non-English-speaking parents. Some school districts now employ a range of special training programs to help parents build self-esteem, improve their communication skills, and conduct activities that will improve their children's study habits. Within the U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Project Even Start provides assistance to

instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children.

In the private sphere, many Hispanic organizations have undertaken a variety of projects to improve the relationship between schools and poor Hispanic families. For example, the Hispanic Policy Development Project (HPDP) conducted a nationwide grant program to promote and test strategies to increase Hispanic parental involvement in the schooling of their children. And the National Council of La Raza (NCLR) runs a series of demonstration projects, called Project EXCEL, that combine tutoring and enrichment programs for Hispanic children with training seminars for parents.

Recommendations

The following recommendations are based on what has been learned from the efforts of educators and community groups to improve Hispanic parent involvement.

Programs that increase and retain the involvement of Hispanic parents follow a simple, basic rule: they make it easy for parents to participate. In Detroit's Effective Parenting Skills Program, for example, programs and materials are bilingual, baby-sitting is provided, there are no fees, and times and locations of meetings are arranged for the convenience of the parents (Linn, 1990, cited in Flaxman & Inger, 1991). Other programs provide interpreters and transportation.

Outreach efforts require extra staff. They take considerable time and cannot be handled by a regular staff person with an already full job description. Also, successful outreach is organized by people who have volunteered, not by people who have been assigned to the job.

Hispanic parents need to be allowed to become involved with the school community at their own pace. As the Hispanic Policy Development Project (HPDP) learned, "All the schools that felt that poor Hispanic parents should begin their involvement by joining the existing parents' organizations failed" (Nicolau & Ramos, 1990, p. 18). Before they join existing parent organizations, Hispanic parents want to acquire the skills and the confidence to contribute as equals.

The hardest part of building a partnership with low-income Hispanic parents is getting parents to the first meeting. HPDP found that impersonal efforts—letters, flyers, announcements at church services or on local radio or TV—were largely ineffective, even when these efforts were in Spanish. The only successful approach is personal: face-to-face conversations with parents in their primary language in their homes.

Home visits not only personalize the invitations but help school staff to understand and deal with parents' concerns. The schools learn, for example, which families need baby-sitting or transportation; and the parents learn whether they can trust the school staff or otherwise allay their fears about attending.

Since many low-income Hispanics feel uncomfortable in schools, successful projects hold the first meetings outside of the school, preferably at sites that are familiar to the parents. Successful first meetings are primarily social events; unsuccessful ones are formal events at school, with information aimed "at" the parents.

To retain the involvement of low-income Hispanic parents, every meeting has to respond to some needs or concerns of the parents. Programs that consult with parents regarding agendas and meeting formats and begin with the *parents'* agenda eventually cover issues that the school considers vital; those that stick exclusively to the school's agenda lose the parents.

Based on what it learned from its 42 School/Parent projects, HPDP concluded that overcoming the barriers between schools and Hispanic parents does not require large amounts of money; it does require personal outreach, non-judgmental communication, and respect for parents' feelings. HPDP found that although Hispanic school personnel can facilitate the process, non-Hispanics can also be effective. In fact, HPDP reported that the two most successful and innovative programs were led by a Chinese principal and an Anglo principal. Both, however, spoke Spanish.

—Morton Inger

Resources

ASPIRA
1112 16th St., NW, Suite 340
Washington, DC 20036

Hispanic Policy Development Project
250 Park Ave. South, Suite 5000A
New York, NY 10003

Mexican American Legal Defense Fund
634 South Spring St., 11th Floor
Los Angeles, CA 90014

National Council of La Raza
810 First St., NE, Suite 300
Washington, DC 20002-4205

National Puerto Rican Coalition
1700 K Street, NW
Washington, DC 20006

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INVOLVING AT-RISK FAMILIES IN THEIR CHILDREN'S EDUCATION

By Lynn Balster Liontos

"I never see the parents I need to see," more than one teacher has complained. These are the parents of children at risk—at risk of failing, of dropping out, of having what in today's world accounts to no future at all.

The benefits to children whose parents are involved in the educational process are well-known: substantial research links family involvement to both academic and social success of children at school. Of all youth, at-risk children, whose numbers are increasing, have the most to gain from parent involvement. Consequently, schools need to find ways to reach at-risk families.

Who Is at Risk?

Most children are "at risk" at some time or another. James Comer states that "given increasing divorce rates, the growing numbers of single parent families and families in which both parents work, and the general complexity of modern life, even children of well-educated, middle-class parents can come to school unprepared because of the stress their families are undergoing." (quoted by Lynn Olson 1990)

Certain children, however, are in critical need of social intervention. These are generally the children who have traditionally been termed "at-risk." They are usually poor minorities often from other cultural backgrounds.

Why Is Parent Involvement Especially Important for At-Risk Children?

The main reason parental involvement with the schools is so important for at-risk children is that their home and school worlds are so different. "The predictable consequence in such situations is that children usually embrace the familiar home culture and reject the unfamiliar school culture, including its academic components and goals," says Muriel Hamilton-Lee (1988).

Suzanne Ziegler (1987) suggests it may be particularly important for teachers to develop communication with parents of at-risk children so that both understand the others' settings and expectations which may alter both settings. That is, school can become more home-like and home can have a school component. Or, as Joyce Epstein (1987) points out, family-like schools make students feel part of a "school family," where they receive individual attention which improves motivation.

Why Haven't Schools Been Reaching At-Risk Parents?

Traditional methods of parental involvement do not work with at-risk parents. In addition, the history of relationships between poor and minority parents and schools has been very different than those of the middle class. Barriers and misperceptions that exist for both parents and schools include:

Parents. At-risk parents may have feelings of inadequacy, failure, and poor self-worth, as well as negative experience with schools. Other cultures, as well as many low-income parents in general, see schools as institutionalized authority and, therefore, leave it to the teachers to educate their children. Additionally, there are economic, emotional, and time constraints (some families are struggling just to survive) and logistical problems such as lack of child care, transportation, and scheduling conflicts. In cultural minority families, involving parents can be further complicated by language barriers.

Teachers and Schools. Teacher attitudes play a large part in the academic success of at-risk children. Teachers who have low expectations for at-risk children, or who believe that at-risk parents don't care about their children and don't want to be involved in their education may contribute to childrens' failure. Teachers also may feel uncertain about how to maintain their role as experts while still involving parents.

According to Diana T. Slaughter and Valerie Shahariw Kuehne (1988), schools tend to see the parental role as traditional and perhaps passive and home-based, whereas many parents are interested in more active roles. Schools are often guilty of not taking the initiative to ask parents for help, and of not welcoming their participation. Finally, schools often organize events for their own convenience and pay little attention to the needs of at-risk parents.

What Can Be Done about These Obstacles?

Schools should consider adopting new beliefs and premises, based largely on the work of Rhoda Becher (Ziegler), Don Davies (1989), and Jean Krasnow (1990):

1. Successful at-risk programs begin with the premise that it's not any single person's or group's fault that a child or group of children is not learning; nor is it the school's fault. We are all responsible and dependent on each other.
2. All families have strengths. Successful programs emphasize them and let parents know these strengths are valued. This also means it isn't helpful to view at-risk families as deficients or as failures.
3. Most parents really care about their children. Successful programs acknowledge and express this. Studies of poor and minority parents in Maryland, New England, and the Southwest, for instance, have found that parents care deeply about their children's education but may not know how to help. (M. Sandra Reeves 1988)
4. Parents can learn new techniques. Successful programs help parents identify what they're capable of doing and how to overcome obstacles. One way to do this is by teaching them new skills and behaviors, such as helping their children through home learning.
5. Cultural differences are both valid and valuable. Successful programs learn about other cultures and respect their

beliefs. They find ways of building on the loyalty and obedience, for example, that Hispanic parents instill in their children.

6. Many family forms exist and are legitimate. Successful programs involve stepparents or even grandparents, and provide family support where resources are limited.

7. All individuals and families need to feel empowered, especially at-risk families who often feel powerless and out of control. Successful programs ask parents what they'd be interested in doing and work with *their* agendas first. Some also train at-risk parents to be part of their school's decision-making groups.

8. Partnership with at-risk families is impossible without collaboration with other community agencies. Schools cannot provide all the services that at-risk families need, such as parenting education, counseling, health care, and housing. The school staff also needs to function in a collaborative way with each other for real change to occur.

How Do I Begin a Program for Working with At-Risk Families?

The Hispanic Policy Development Project's publication (Siobhan Nicolau and Carmen Lydia Ramos 1990) offers guidelines, based on successful projects, that are useful for most at-risk groups:

•Be sure you're totally committed; half-hearted attempts do not accomplish much. There must be active support by the principal and staff. All the Hispanic projects that lacked the support of teachers and principals failed to increase parent involvement.

•Assign a project coordinator—someone who understands the culture and background of the parents and is sincerely dedicated. Give the coordinator time to do the job. Nicolau and Ramos found that leadership was the single most important element in launching a successful program with Hispanic parents.

•Be prepared to be innovative and flexible. The Hispanic projects that failed were those where new techniques were not tried, or where things were done "the way we have always done it."

•Use strong, personal outreach. "The personal approach," say Nicolau and Ramos, "which means talking face to face with the parents, in their primary language, at their homes, or at the school...was the strategy deemed most effective by 98 percent of the project coordinators." Home visits are a must.

•Make your first event fun. Start with something social as an icebreaker. Not every event can be a party, and Nicolau and Ramos offer suggestions for how to sustain involvement once you've gotten it started.

•Do not hold your first activity at school. Events may be more successful on neutral turf such as neighborhood homes or community places.

•Pay attention to environment and format. Informal settings are less intimidating to low- income parents. Make them as participatory as possible. A warm, nonjudgmental atmosphere is mandatory.

•Prepare staff with in-service workshops so that everyone understands the community being served. Include everyone; you don't want a less than welcoming secretary to spoil all the work you've done.

•Do not view child care, transportation, interpreters, and meals as frills. Providing them will make a big difference for at-risk parents.

•Choose different times to schedule events. Do it with consideration for the parents' availability.

•Do not give up if the initial response isn't overwhelming. Under the best circumstances, it takes time.

"Keep up the effort," Nicolau and Ramos conclude, "and one day you will find that you can't keep the parents away."

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Learning to Read Well: Some Simple Facts

THOSE OF US who can read take our skill for granted. For us, reading is as easy as talking or breathing. Many of us can vaguely remember that learning to read was no easy chore.

But chances are, we've forgotten all the little struggles we had to wage to get where we could actually hear those little printed words in our heads! This forgetfulness makes it difficult for parents to sympathize with young readers, or for adults who can read to sympathize much with those who can't. Luckily, there are people who study reading, so even as adults we can begin to understand the mysterious process of learning to read.

Here are some simple facts about reading. Keep them in mind. They may help you help someone you care about learn to read:

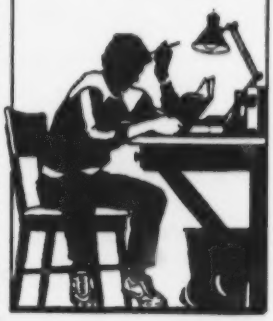
- 5,000 words account for 90 percent of the words we read;
- 94 percent of all words appear less than 10 times per million words;
- people who know sounds and letters tend to do better when they start learning to read;
- but—just teaching the alphabet doesn't give students a noticeable advantage in learning to read;
- many children get over 1,000 hours of contact with reading and writing *before they enter school;* and
- students without such experience do better with their reading if they use "invented" spelling (rather than correct spelling) when they begin to write.

Other facts let us know that a good start in reading is very important. For example, 40 percent of poor readers in the fourth grade would rather clean their rooms than read! These children will overcome their bad start only with the help of someone who cares.

The message is simple: Learning to read takes *a lot of low-pressure experience* with the written word. This includes being read to by someone else and talking about sounds, letters, words, and writing with someone who likes to read. It also includes things like telling stories and having someone else write them down. And, of course, it includes plenty of reading. Naturally, the best reading materials are those that seem to interest the beginning reader.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.

Aprendiendo a Leer Bien: Algunos Hechos Simples



Nosotros que sabemos leer, tomamos la destreza de la lectura como un hecho. Para nosotros leer es tan fácil como hablar o respirar. Muchos de nosotros podemos recordar vagamente que aprender a leer no es una tarea fácil. Probablemente, hemos olvidado nuestras pequeñas luchas para finalmente poder oir ciertas pequeñas palabras. Este olvido hace difícil para los padres simpatizar con los lectores jóvenes, o los adultos, que pueden leer con los que no pueden. Porque olvidamos, aprender a leer parece un proceso misterioso. Afortunadamente, hay personas que estudian la lectura, asi es como adultos podemos empezar a entender el proceso de aprender a leer. Aquí, hay algunos hechos simples sobre la lectura, recuérdenlos. Pueden ayudarle a usted, a ayudar a una persona que quiere aprender a leer:

- 5000 palabras responden a 90 porciento de las palabras que leemos.
- 94 porciento de todas las palabras aparecen menos de 10 veces por cada millón de palabras.
- Personas que saben los sonidos y las letras demuestran éxito cuando empiezan a aprender a leer.
- Solo ensenañar el alfabeto no le da ventaja a los niños a aprender a leer.
- Muchos niños tienen mas de 1,000 horas de contacto con la lectura y escritura antes de entrar a la escuela.
- Estudiantes sin esa experiencia tienen más éxito si usan escritura inventada (en vez de escritura correcta) cuando empiezan a leer.

Otros hechos nos dejan saber que un buen principio en la lectura es muy importante. Por ejemplo, el 40 porciento de los lectores con problemas en el 4 grado prefieren limpiar su cuarto que leer. Estos niños pueden superar su mal comienzo solo con la ayuda de alquien que se interese.

El mensaje detrás de estos hechos simples es que aprender a leer toma muchas experiencias con la palabra escrita. Estas incluyen, cuando se le lee al niño, se le habla de los sonidos, letras, y palabras, y el niño escribe con alquien que le lee sequido. También incluye contar historias y hacer que alquien las escriba. Y por supuesto incluye, que el niño lea, naturalmente, la mejor lectura es aquella que interesa al nuevo lector.

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ERIC Digest

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Parent Education and Support Programs

Douglas R. Powell

Today there are numerous signs that the task of rearing competent children is becoming increasingly difficult. Dramatic changes in the structure and lifestyles of families and growing societal pressure for children to possess specific knowledge and skills at an early age are just two of the new and challenging conditions of parenthood. Conflicting research information sometimes results in conflicting advice for parents. Parents have always routinely sought the advice and help of relatives, friends and professionals. However, traditional sources of help—especially the extended family and neighborhood—are less available today than they were in the past.

Teachers and other human service professionals have long recognized the need to provide parents with child-rearing information and support. The formation of partnerships between parents and teachers that will foster children's development has been a persistent goal of most early childhood programs and elementary schools. In recent years, this goal has taken on increased importance as diverse segments of American society have recognized the need to help parents deal with the multiple pressures of rearing children in today's complex world. This digest describes current programmatic efforts to inform and support parents, and briefly reviews the research evidence on the effectiveness of parent education and support programs.

Approaches to Supporting Parents

The term *parent education* typically evokes the image of an expert lecturing a group of mothers about the ages and stages of child development. Yet a view of parent education and support as a staff-directed, didactic activity is neither a complete nor accurate portrayal of many programs of parent education and support. The concept of the parent education field has broadened considerably in the past two decades. At federal, state, and local levels, there are now a variety of ambitious and diverse initiatives aimed at supporting families with young children.

An important federal effort is the recent Education of the Handicapped Act Amendments (Public Law 99-457), which assist states in offering early intervention services for infants and toddlers and their families. The amendments call for a multidisciplinary team, which includes the parent or guardian, to develop an individualized family service plan that includes a statement of the family's strengths and needs in regards to enhancing the child's development. Services are to be aimed at the family system, not the child alone. This law strengthens the commitment to parent involvement set forth in Public Law 94-142, the Education of All Handicapped Children Act of 1975.

Another federal effort, Head Start, has been this country's most extensive investment in the education of young children. Head Start has experimented with innovative strategies for involving families in program activities since its beginnings in 1965 (Zigler and Freedman, 1987).

State governments have been active in developing early childhood programs focused on families. One of the oldest state efforts is Minnesota's Early Childhood and Family Education Program. Founded in 1975, the program operates through local school districts to provide parent discussion groups, home visits, child development classes, and other approaches to enhancing and supporting parental competence. State-level initiatives designed to support families with young children have been established in a number of other states.

Local communities throughout the country have fostered the creation of a rapidly growing number of parent-oriented programs. These efforts, many of which have grassroots origins, range from drop-in center formats to peer self-help group methods. The Family Resource Coalition, based in Chicago, was founded in 1981 by many diverse community-based programs as a national organization for promoting the development of family resource programs.

The Effects of Parent Education and Support

Research on the effects of programs aimed at enhancing parents' child-rearing competence points to some promising patterns. Evaluations of intensive parent- or family-oriented early childhood programs serving low-income populations have found positive short-term effects on child competence and maternal behaviors, and long-term effects on such family characteristics as level of education, family size, and financial self-support (Powell, 1989). Other data suggest that the magnitude of program effects is associated with the number of program contacts with a

family (Heinicke, Beckwith and Thompson, 1988) and the range of services offered to the family.

Little is known about effects of programs employing modest approaches to parent education and support, such as periodic lectures. Research on working- and middle-class populations is especially sparse.

Dimensions of a High-Quality Parent Program

The rapid growth of parent education and support programs leads to questions about what constitutes a high-quality program. Four program dimensions are proposed below on the basis of existing research and theory (see Powell, 1989).

1. It can be argued that high-quality programs are characterized by collaborative, equal relations between parents and program staff in which the intent is to empower parents in their child-rearing roles (Powell, 1988). It is increasingly suggested that program staff serve as facilitators of goals and activities jointly determined by parents and program staff, and not as experts who assume they know what is best for parents (Cochran, 1988). Illustrative of this approach is open-ended discussion of parent-initiated topics as opposed to a largely one-way flow of information from staff to parent. Collaborative parent-staff ties provide a means for ensuring that program methods and content are responsive to parents' needs.

2. Research data suggest that parent programs need to maintain a balanced focus on the needs of both parent and child. The content of parent programs has broadened in recent years to include significant attention to the social context of parenthood. This substantive shift reflects an interest in the interconnectedness of child, family, and community, and assumes that providing parents with social support in the form of helpful interpersonal relationships and material assistance (if needed) will enhance parent functioning and, ultimately, child development. Program efforts toward this end include the strengthening of parents' social networks, social support, and community ties as a buffer against stressful life circumstances and transitions. The term *parent support* is a reflection of the shift. While there are strong justifications for the shift, there is the potential problem that parents' needs and interests may overshadow program attention to the child. The literature on programs serving high-risk populations, for instance, points to the tendency for program workers to become heavily involved in crisis intervention regarding family matters (Halpern and Larner, 1988).

3. A recent development in parent education and support has resulted in programs being tailored to be responsive to the needs and characteristics of the population being served. The idea that a particular program model can work with almost any parent has given way to an interest in matching parents to different types of programs. This interest is especially evident in efforts to design programs that are responsive to cultural characteristics and values of ethnic populations, and in programs serving parents living in low-income and high-risk circumstances.

4. In high quality initiatives, a significant amount of program time is devoted to open-ended parent-dominated discussion. Principles of adult education recommend that programs include a strong experiential component. This is critical, because parents are likely to process new information according to existing beliefs about their child and child development. Discussion provides an opportunity for parents to digest new insights in relation to existing ideas.

Conclusion

Programs of parent education and support offer promising strategies for facilitating the education and development of young children. It is crucial for educators and policymakers to find ways to alter classroom practices, early childhood programs, and schools to promote the family's contributions to early education and development.

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ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Parent Involvement and The Education of Limited-English-Proficient Students

Prepared by Carmen Simich-Dudgeon

December, 1986

Over the last two decades, there has been a growing body of research evidence suggesting that there are important benefits to be gained by elementary-age schoolchildren when their parents provide support, encouragement and direct instruction in the home, as well as maintaining good communications with the school--activities which are known as "parent involvement". Such findings have led researchers and school personnel to apply parent involvement techniques at higher grade levels and with limited-English-proficient and non-English-proficient (LEP/NEP) students as well. The results to date have been encouraging.

What Activities Constitute Parent Involvement?

In general, parents may become involved by:

- providing a home environment that supports children's learning needs;
- volunteering to provide assistance in the school as teachers' aides, secretaries, or in other roles;
- becoming activists and decision-makers in organizations such as the local PTA/PTO, or community advocacy groups that advise local school boards and school districts;
- attending school-sponsored activities;
- maintaining open channels of communication with the teacher(s) and continually monitoring children's progress in school;
- tutoring the children at home, using specific learning activities designed by the teacher to reinforce work being done in school (Epstein, 1986).

While most of the activities listed above are undertaken on the initiative of parents, the last activity--parent-as-tutor involvement--is, or should be, initiated by the teacher. Schools with newly-established parent involvement programs have noted that parents are willing to become involved, but that they do not know *how* to help their children with academic tasks at home, and in general, are fearful of doing more harm than good. To counteract this, the teacher must maintain contact with the parents, giving specific assistance with materials and tutoring techniques which will successfully reinforce the work being done in school (Simich, 1986; Epstein, 1985a).

Parent involvement in the education of high school students, on the other hand, requires that the parent become co-learner, facilitator and collaborator, a means of support as the high school-age student develops independence and explores future educational options.

What Are Some Special Aspects of LEP/NEP Parent Involvement?

For the growing numbers of limited- or non-English-proficient parents, parent involvement of any kind in the school process is a new cultural concept. Moreover, attempts by teachers and school officials to involve such parents in the education of their children is very often interpreted as a call for interference. The overwhelming majority of LEP/NEP parents believe that the school has not only the qualifications, but the responsibility to educate their children, and that any amount of parent "interference" is certain to be counter-productive. The most imporant task, then, in involving LEP/NEP parents in their children's education is to acculturate them to the meaning of parent involvement in their new social environment.

While most LEP/NEP parents do not have the English language proficiency to engage in many of the typical parent involvement activities, they may be very successfully involved in parent-school collaboration at home. These parents can be taught to reinforce educational concepts in the native language and/or English. Additionally, bilingual community liaisons should be available to bridge language and cultural differences between home and school. An added advantage, of course, is that LEP/NEP parents improve their own general knowledge, language and survival skills as a result of their participation in the program.

What Evidence Is There to Support The Need for Parent Involvement?

Epstein (1985b) has concluded that "the evidence is clear that parental encouragement, activities and interest at home, and parental participation in schools and classrooms positively influence achievement, even after the students' ability and family socioeconomic status are taken into account." Moreover, there may be evidence to support the conclusion that the most useful variety of parent involvment is the contact that parents have with their children in the home when such contact is used to encourage and aid school achievement. Significant findings from several parent involvement programs show that:

- Parent involvement in academic activities with children at home consistently and significantly improves parents' knowledge and expertise in helping their children, as well as their ability to effectively evaluate teachers' merits (Bennett, 1986);

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- Direct parental involvement at home with children's school work has positive effects on such things as school attendance, classroom behavior, and parent-teacher relations (Gillum, 1977; Rich et al., 1979; Comer, 1980);
- Students who are part of parent involvement programs show higher reading achievement than children who are not. Hewison and Tizard (1980) found that "children encouraged to read to their parents, and to talk with their parents about their reading, had markedly higher reading gains than children who did not have this opportunity." Moreover, small group instruction during the school day by highly competent specialists *did not produce* gains comparable to those obtained in parental involvement programs. Results of a longitudinal study of 300 3rd and 5th grade students in Baltimore City show that from fall to spring, students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did students whose teachers were not recognized for encouraging parent involvement (Epstein, 1985b).

Do These Findings Apply to LEP/NEP Students?

In the study conducted by Hewison and Tizard mentioned above, several of the participating parents were non-English-proficient and/or illiterate, a condition that neither prevented the parents from collaborating with the school, nor the children from showing marked improvement in reading ability.

A more recent study, the three-year Trinity-Arlington Teacher and Parent Training for School Success Project, has shown the most comprehensive findings to date concerning parent involvement and limited-English proficiency. This project, the result of a collaboration between Trinity College in Washington, DC and the Arlington, VA Public Schools, was designed to facilitate the acquisition of English language skills by high school LEP students from four language backgrounds (Khmer, Lao, Spanish and Vietnamese) through the development of supportive relationships among the students, parents and school staff. The role of the parent-as-tutor was stressed and facilitated by community liaisons proficient in the native language of the parents. Parents were shown how to collaborate, to be co-learners with their high school-age children in the completion of specially-designed home lessons from the Vocationally-Oriented Bilingual Curriculum (VOBC), a supplement to the ESL program which was in use at the implementation site.

Several locally-developed and nationally-validated measures of English proficiency were administered to the students. Additionally, both parents and students were administered a content test to provide evidence of cultural knowledge gained as a result of the VOBC information exchanged between parent and student. The study showed positively that the VOBC home lessons reinforced ESL concepts and language skills taught to students during regular ESL classroom instruction. Significant gains were also recorded in the English language and survival skills of the parents; and, as a result of their collaboration on the VOBC home lessons, parents and students alike learned a great deal about life in America and about the American school system.

In many LEP/NEP households, parents worked two or three jobs and were often not available to work with their children on the VOBC home lessons. Likewise, many students were unaccompanied minors and/or heads of household, and did not have the luxury of parental involvement. Such cases highlighted another very important finding: in households where parents guardians and siblings over the VOBC home lessons often provided the same positive reinforcement as when parents participated, possible evidence that home activities could be even more productive if the whole family were to be involved in their completion (Simich, 1986).

How Can School Districts Initiate An LEP/NEP Parent Involvement Program?

To develop a parent-as-tutor, collaborator or co-learner program, the collaboration of all school personnel is essential. Regular classroom teachers, ESL teachers, counselors, and administrators should receive training in how to develop better home and school collaboration with LEP/NEP parents and how to involve them in the education of their children. An essential component of the parent involvement effort is the bilingual community liaison, a highly respected member of the parents' language community who is knowledgeable about the American school system.

Information on the VOBC, Teacher's Guide to the VOBC, a training videotape to supplement the VOBC and other materials developed by the Trinity-Arlington Project may be obtained by writing the National Clearinghouse for Bilingual Education, 11501 Georgia Avenue, Wheaton, MD 20907; (301)933-9448 or (800)647-0123.

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PARENT INVOLVEMENT IN THE EDUCATIONAL PROCESS

By David Peterson

Mothers and fathers hold bake sales, supervise field trips, and serve on boards or advisory councils for schools. They attend school concerts, plays, and sporting events. As helpful as these customary forms of parent involvement are, they are far removed from what happens in the classroom. A growing body of research suggests that parents can play a larger role in their children's education.

What Are the Benefits of Parent Involvement?

There are many advantages when parents play an active role in the educational process. Children spend much more time at home than at school. Their parents know them intimately, interact with them one-to-one, and do not expect to be paid to help their children succeed. The home environment, more familiar and less structured than the classroom, offers what Dorothy Rich (1985) calls "'teachable moments' that teachers can only dream about."

Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long-term academic achievement, attitudes, and behavior than those with disinterested mothers and fathers (Anne T. Henderson 1988).

Many studies underscore the point: parent participation in education is very closely related to student achievement. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores. Other research projects found that community involvement correlated strongly with schoolwide achievement and that all forms of parent involvement helped student achievement. The Home and School Institute concluded that parent tutoring brought substantial improvements to a wide variety of students (Rich).

Family and school benefit when they cooperate. Children feel that these two institutions--by far the most important in their lives—overlap and are integrated. Parents who help their children succeed academically gain a sense of pride in their children and themselves. Such parents are strong advocates for the district.

What Can Parents Do to Improve Their Children's Performance?

Tutoring is probably the best way for parents to participate in public education, according to Rich. Intensive, one-to-one teaching is highly effective, and, unlike meetings, it does not take parents away from their children and their home.

Tutoring can be as simple as reading a book or discussing a television show. It may entail meeting with a teacher to determine how to help with homework. Or it can mean mastering a detailed curriculum written by specialists in home learning.

Parents' attitudes and expectations toward education can be as important as explicit teaching activities. The American Association of School Administrators (1988) suggests the following "curriculum of the home": high expectations, an emphasis on achievement, role modeling the work ethic, encouraging and providing a place for study, establishing and practicing structured routines, monitoring television, limiting afterschool jobs, and discussing school events.

What Are the Special Challenges for Involving the Parents of At-Risk Children?

Educators of at-risk children must realize that the term "at risk" is not synonymous with minority student, student in poverty, or student in single-parent or restructured household. Yet, as Carol Ascher (1987) points out, some family characteristics tend to inhibit academic achievement: households in which the parent or parents do not interact often with their children, ones whose composition frequently changes, non-English speaking households, and families whose cultural traditions sharply vary from the school's.

Educators must take the initiative if they wish to overcome such challenges. Briggs Middle School in Springfield, Oregon, hired a parent educator and a therapist to work directly with parents of at-risk children (Thomas E. Hart 1988). They contacted seventy-five parents, ten of whom completed the five-class program. A program developed by the Center for Research on Elementary and Middle Schools (1989) enables teachers to involve parents in their children's education in math, science, and social studies. The TIPS (Teachers Involve Parents in Schoolwork) program consists of guidelines and materials that any school or district can adapt to its own curriculum objectives and texts.

Middle College High School of New York City offers a parent support group in which parents define the topics discussed: parent-child communication, financial aid, and teenage lifestyles, for example (Douglas Berman and others 1987). Their children's attendance, grades, and behavior improved noticeably.

Ascher points out that asking parents to come to school "shuts out parents who are afraid or unable" to do so, the very parents who may well need the most help in educating their children. Home visits, tele-

phone calls, and meetings in neutral locations may be the key to working with these parents.

How Can Schools Get Parents Involved in Their Children's Education?

Some parents are too distrustful of schools to help them educate their children. Muriel Hamilton-Lee (1988) prescribes three solutions: get parents involved in special activities like P.T.A. and school outings, enlist them in regular school affairs as assistant teachers or library aides, and incorporate them on planning and management teams. "Having parents interact with school professionals as colleagues and peers," she concludes, "does a great deal to reduce the barriers between them." Empathy is critical in any program for disadvantaged parents.

Yet many parents who will not volunteer in the schools or are unavailable during school hours will take time to help their children learn, particularly if they can do so at home. There are specific programs for such parents, such as Reading Is Fundamental and Family Math, which starts with parent-child workshops. Other districts devise their own home-study curricula, often consisting of one weekly activity. The TIPS program calls for parents to help their children with math and science homework and to make presentations in social studies classrooms.

Most parents require some sort of training before using such curricula. Staff can use P.T.A. meetings, open houses, or special meetings to discuss the programs and how to teach them.

Less formal programs are more easily implemented. Teacher-parent conferences are ideal opportunities for suggesting and explaining simple home study activities. Teachers can follow up such conversations by sending home notes and photocopied materials.

How Can Parent-Involvement Programs Be Implemented on a Districtwide Basis?

Innovative and energetic teachers find ways to involve parents in education. Capable administrators can do that on a larger scale.

Implementation begins by making certain that all staff members understand the subject's importance. Administrators can hire staff sympathetic to parent involvement by discussing the topic in job interviews. Inservice trainings and amended contract language can help to educate and convince tenured teachers. Simply asking or requiring teachers to schedule some of their parent conferences in the evening can make a big difference. Some districts hire a parent-school coordinator to work with faculty and parents to integrate school and home learning.

Administrators can also alert parents to home education's advantages. Newsletters and calendars offer simple and inexpensive vehicles. Some districts use more sophisticated media. Radio, television, posters, or fliers can convey short, catchy slogans on home education's importance, or they can speak to more particular topics. The Indianapolis Public Schools, for example, widely publicizes its teacher-parent conferences to encourage participation (National School Boards Association 1988).

The DeKalb County School System in Georgia uses signed contracts to underscore how important parent involvement is (Edward L. Bouie, Sr., and others, n.d.). The contract, which is also signed by the student and teacher, commits the parent to talking about school daily, attending teacher-parent conferences, monitoring television viewing, and encouraging good study habits. In turn, the teacher agrees to "provide motivating and interesting experiences in my classroom," explain the grading system, provide homework, and so forth. The district holds a signing day at the beginning of each year.

There are many ways to awaken and tap the special abilities and concerns that parents have in their children's education.

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ERIC Digest

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Planning for Parent Participation in Schools for Young Children

Mick Coleman

Family and school represent the primary environments in which young children grow and develop. Today, the link between these institutions is taking on added significance as concern mounts over the challenges that preschools face in building or maintaining strong parent participation. In order to effectively meet the needs of all families, parent participation programs need to give equal consideration to the needs of all families represented in the class. Teachers can plan parent participation strategies for their own classroom through use of the following guides.

Plan for Parent Participation

1. A good place to begin is to document the barriers to parent involvement created by such factors as family structures (dual career, single parent, teenage parent) and family work schedules (full-time, job sharing, flex-time). This can be accomplished through parent-teacher conferences, telephone calls, or a short questionnaire.

Documentation of the barriers to parent participation can be used to develop policies that are likely to work with the parent community. For example, more options may be needed as to when parent-teacher conferences are held (before, during, and after school), how they are held (face-to-face, by telephone, by computer, in small groups), or where they are held (at the school, in the home, at a neighborhood center, or at the parent's place of employment).

2. Recommendations for parent participation should take into account the resources and expertise of parents. Care should be taken to offer parents a range of support, partnership, and leadership roles. Parents can participate by preparing classroom materials, serving on a committee to select classroom equipment and materials, or becoming a member of a search committee to select personnel. Participation can even extend to parents' leading classroom activities in which they have expertise.

3. Teachers can include topics that relate to both classroom and family environments when they develop informational newsletters, public relations material, and parent meetings. Family strengths, parent-child communication, childhood stress, and in-home safety all have the potential to affect children's classroom behavior. Of equal importance is the effect of these topics on family well-being. Schools can meet their objectives and serve the interests and needs of families by offering information and educational programs that give parents practical suggestions on topics like these and others.

4. Plan ahead for parent-teacher conferences. Communicate to parents at the beginning of the year about school policies and services. Inform parents about classroom goals for the year, and give a few examples of what children will be learning. Also let parents know about the frequency and nature of parent-teacher conferences. Once conferences are set, keep a calendar of when, how, and where family contacts are to be made.

5. For some parents, education today is quite different from what they experienced two or three decades ago. Fear of the unknown may be one reason that parents avoid contact with their child's school. For other parents, school may be intimidating because it reminds them of an unpleasant school experience. Empower parents with confidence by supplying them with a list of questions they can ask teachers throughout the school year.

6. Create a comfortable conference environment in which parents feel free to share information, ask questions, and make recommendations. Allowing parents to begin the conference by asking their own questions and expressing their own concerns is one way to convey respect for their input. Here are some other ways to share responsibility with parents during the conference:

- Schedule an adequate amount of time for the conference so that the parent does not feel rushed.
- If the conference is held at the school, point out to the parent the projects that involved his or her child.
- Begin and end the conference by noting something positive about the child.
- Ask open-ended questions ("How do you help your child with her shyness?") instead of "yes" or "no" questions ("Do you help your child with her shyness?").

- Communicate in a way that matches, yet shows respect for, the parent's background. Be careful not to make assumptions about a parent's level of knowledge or understanding, and avoid talking down to parents.
- Send nonverbal messages of respect and interest. Sit facing the parent and maintain good eye-contact. Put aside paperwork and postpone taking notes until after the conference has ended.
- Instead of offering advice, ask the parent to share feelings and suggestions for addressing an issue. Then offer your own input as a basis for negotiation.

7. Limit the number of educational objectives set during the parent-teacher conference to those that can reasonably be addressed in a specified time. Break each objective down into simple steps. Assign parents and teachers responsibilities for meeting each objective in the class and home. Plan a strategy for evaluating the objectives from both the parents' and teacher's perspective.

8. Follow up the parent-teacher conference with a brief note thanking the parents for their participation. This is also a good opportunity to summarize major points discussed during the conference.

Plan for Multicultural Parent Participation

1. Seek advice and assistance from parents in introducing young children to various cultures through the use of stories, holidays, art exhibits, fairs, plays, and other events. Always include in any discussion of cultural differences the ways in which such values as honesty, fairness, loyalty, and industry are shared by all cultures.

2. Avoid making sweeping generalizations about children from different family backgrounds. For example, it has been suggested that a highly structured and verbal-based curriculum is at odds with the nonverbal, people-oriented, and individualistic values found in the cultural background of Black children (Hale-Benson, 1982). Modeling and imitation has been suggested as a big part of the learning process for Hispanic children (Hadley, 1987). In contrast, it has been suggested that a structured curriculum would perhaps be most appropriate for Vietnamese children who are taught to value obedience and dependence (Bowman & Brady, 1982). It is unlikely that the authors of these studies meant for their suggestions to hold for all children from Black, Hispanic, or Vietnamese families. Balance general cultural differences with an assessment of the individual child, and of the child's family and neighborhood environments. Otherwise, sweeping generalizations about children may be based on superficial group characteristics (for example, color of skin or language spoken) rather than on individual strengths and needs.

3. Periodically review social networks among children. Do certain children segregate themselves through their choice of toys, activities, or play? This issue is an important one, because, as Karnes and her colleagues (1983) found, children from low-income families who are placed in middle-class preschool programs can still be segregated from their peers during classroom activities. Teachers can help all children share classroom experiences by encouraging those children with similar interests to play together or work together on a special project. Children's assignments to small group activities can be periodically rotated to ensure that the children have many opportunities to learn about and from all their classroom peers.

Conclusion

As American families continue to change, programs for young children will need to adopt parent participation programs that reinforce a consistency of early growth and development experiences between children's family and classroom environments. Strong linkages between the school and the home can be ensured when teachers are routinely allowed the time and resources to discuss the impact on school-home relations of the diversity of family structures, backgrounds, and lifestyles found in their classrooms; and develop a range of strategies by which they can involve all families of the young children they teach.

This digest was adapted from the article, "Planning for the Changing Nature of Family Life in Schools for Young Children," by Mick Coleman, which appeared in *Young Children*, Vol. 46, No. 4 (May, 1991): pp. 15-20.

For More Information

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

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AU Author(s)
TI Title
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ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

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AN: ED348443
AU: Rodriguez-Brown,-Flora-V.; Mulhern,-Margaret-M.
TI: Functional vs. Critical Literacy: A Case Study in a Hispanic Community.
PY: 1992
NT: 24 p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A family literacy program for increasing 3- to 5-year-old children's literacy skills by educating their Mexican American parents is evaluated. Project Family Literacy--Aprendiendo, Mejorando, Educando ("Learning, Improving, Educating") (Project FLAME) is a federally funded program addressing Hispanic Americans' academic failure, characterized by high dropout rates and low scores on National Assessment of Educational Progress measures of reading proficiency, compared to White students. Project FLAME aims to increase parents' ability to assist their children's literacy learning and improve achievement in school reading and writing tasks. It addresses four elements of home literacy influence (literacy modeling, literacy opportunity, literacy interaction, and home-school relationships). Project FLAME was held at three elementary schools in an inner-city Spanish speaking neighborhood (98 percent Hispanic Americans). Data from case studies, interviews, and anecdotes were analyzed. The findings highlight examples of functional and critical behaviors revealed through home and school observations and discussed by parents in interviews. The results show that by addressing literacy on a functional level in a family literacy program, the participating parents gradually adopted more critical stances toward some institutions in their lives (including school). Included are 26 references. (RLC)

AN: ED317635
TI: Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
CS: ASPIRA Association, Inc., Washington, DC. National Office.
PY: 1989
AV: ASPIRA National Office Publications, 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($4.00).
NT: 18 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This report is a publication of the Hispanic Community Mobilization for Dropout Prevention (HCMDP) project, a two-year demonstration program of the ASPIRA Association, Inc. Institute for Policy Research. The project's goals are to create Hispanic community awareness of the Hispanic students' educational problems, and to provide Hispanic parents with practical information to help them more effectively participate in their children's education and improve their children's chances of educational success. The reports present one-page fact sheets summarizing data on Latino education for the following U.S. communities: (1) Wilmington (Delaware); (2) Dade County (Florida); (3) Chicago (Illinois); (4) Newark and Camden (New Jersey); (5) New York (New York); (6) Philadelphia (Pennsylvania); (7) Canovanas and Carolina (Puerto Rico); (8) San Antonio (Texas); (9) Washington (D.C.); and

(10) Milwaukee (Wisconsin). Each fact sheet includes data on some of the following subjects: (1) percentage of Hispanics among the total population; (2) economic status and poverty of Hispanics; (3) Hispanic student enrollment percentages; (4) Hispanic student dropout rates; (5) comparative ethnic and racial dropout rates; (6) student-teacher racial/ethnic ratios; (7) comparative statistics on educational attainment among Hispanics, Blacks, and Whites; (8) percentage of limited English proficiency (LEP) students by ethnicity and race; and (9) availability of bilingual education and English as a second language (ESL) programs. Each fact sheet includes one chart or graph illustrating statistical information. (AF)

AN: ED326345
AU: Zela-Koort,-Monica-P.; Nardine,-Frank-E.
TI: An Evaluation of Hispanic-American Parent Involvement Programs.
PY: 1990
NT: 22 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: This report examines parent-involvement programs that focus on Hispanic families and the methods that have been used to evaluate these programs. The survey involved 10 Hispanic parent-involvement programs named by various state education agency directors as being significant. Particular attention was given to whether or not the programs were formally evaluated. The programs, located in Texas, New Mexico, Washington, and Florida, were diverse in client populations, although each served a significant number of Hispanics. The study indicated a total of 29 different parent-involvement activities reported by the 10 programs. Of these, the most often used were parent workshops or courses, parent-teacher conferences, and parent advisory councils. The least prevalent activities included providing incentive grants to develop parent involvement activities locally, parent-teacher conference improvement courses, and parent resource centers. The most prevalent ways that districts evaluated their parent-involvement programs were: (1) parent opinion surveys; (2) monitoring the frequency of activities; and (3) monitoring parent attendance at events and activities. Three school districts conducted formal evaluations, five conducted informal evaluations, and two reported no evaluations. The document concludes with a discussion of program evaluation procedures and the need for documentation of program activities. It suggests that an important key in narrowing the educational gap between majority and minority groups lies in the development of effective parent-involvement programs. The document includes 15 references. (TES)

AN: ED275212
AU: Tran,-Bach-Tuyet-Pham; And-Others
TI: Cross-Cultural Issues in Parent Involvement.
PY: 1986
NT: 20 p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Four papers address cultural issues related to the involvement of limited-English-proficient parents in public schools in the United States. "Cultural Issues in Indochinese Parent Involvement" (Bach-Tuyet (Pham) Tran)

outlines the linguistic, social, and practical barriers to Indochinese immigrant parent involvement and makes suggestions for changing that situation. "Parental Involvement: Building on Overseas Initiatives" (J. Patrick Redding) examines the ways in which U.S. pre-immigration programs are building potential and expectations for participation in the schools among parents. "Cross-Cultural Policy Issues in Minority and Majority Parent Involvement" (Virginia P. Collier) reviews a variety of concerns related to majority and language-minority parent involvement in general, parent advocacy in bilingual education, parents as teachers' aides and on advisory councils, parent leadership training institutes, parent education, and integrated majority-minority parent involvement. "Why Parent Tutors? Cultural Reasons" (Jose Oliva) gives reasons for training Hispanic parents to be tutors for their children, illustrated with experiences from Family English Literacy programs in five New Jersey communities. A response to the presentations by two specialists is also summarized. (MSE)

AN: ED215070
TI: Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
CS: New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PY: [1981]
NT: 42 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: This report describes the Project Parents Program of the Office of Bilingual Education in the New York City Public Schools. The project, developed for parents with children in, or eligible for, bilingual education programs, provided reinforcement of education in the home and encouraged parental involvement in their children's schooling. The report describes the community school districts participating in the program, outlines the characteristics of program participants, and discusses program components such as staffing, the details of implementation, the insturctional component which consists of classroom instruction and workshops, materials acquisition/development, and staff development. Process evaluation indicates that the project seems conceptually well-grounded and potentially able to train parents in becoming involved in bilingual education programs for their children. Recommendations for greater program effectiveness and for program evaluation are presented. Appendices contain sample program materials in Spanish or in English. (Author/MJL)

AN: EJ428702
AU: Rosado,-Luis-Alfredo; Aaron,-Earvin-Berlin
TI: Parental Involvement: Addressing the Educational Needs of Hispanic Inner-City Parents.
PY: 1991
JN: Journal-of-Educational-Issues-of-Language-Minority-Students; v8 p23-29 Spr 1991
AB: Reports on the topics covered during a summer training institute for Hispanic parents residing in an inner-city Houston, Texas, school district to promote their involvement in their children's education. Training sessions covered language, culture, self-identity, and parental involvement to help students succeed in school. (11 references) (CB)

AN: EJ377723
AU: Garza-Lubeck,-Maria; Chavkin,-Nancy-Feyl
TI: The Role of Parent Involvement in Recruiting and Retaining the Hispanic College Student.
PY: 1988
JN: College-and-University; v63 n4 p310-22 Sum 1988
AV: UMI
AB: A survey of Hispanic parents in high-minority, low-income areas of six southern states gathered information on parent feelings toward parent involvement in education, similarities and differences between parents and educators concerning aspects of parent involvement, and recommended action to involve parents in the Hispanic student's college education. (MSE)

AN: EJ358789
AU: Goldenberg,-Claude-N.
TI: Low-Income Hispanic Parents' Contributions to their First-Grade Children's Word-Recognition Skills.
PY: 1987
JN: Anthropology-and-Education-Quarterly; v18 n3 p149-79 Sep 1987
AV: UMI
AB: Presents a case study of the role Hispanic parents played in nine first-grade childrens' acquisition of word-recognition skills. Two parents, working directly with the school's reading curriculum, made the greatest achievement contribution. All parents, despite low socioeconomic status, could help their children, but the school made no systematic attempt to enlist their aid. (KH)

AN: ED350380
AU: Inger,-Morton
TI: Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.
CS: ERIC Clearinghouse on Urban Education, New York, N.Y.
PY: 1992
AV: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: A review was undertaken of strategies for increasing Hispanic American parental involvement in their children's schools. Despite the continued strong extended family support for child rearing in the Hispanic American community, parent participation in their children's education is quite low. Studies show that many Hispanic Americans regard the educational institution as one in which they can have no influence. School personnel have interpreted a general reserve on the part of Hispanic American parents to mean a lack of interest in education. Other research indicates that the extended Hispanic American family is a possibly important resource for schools seeking the support of their parent community. Examples of school efforts to remove barriers to Hispanic American family participation have included parent training sessions, adult literacy programs, and several programs supported by private Hispanic American organizations. Extensive recommendations culled from the efforts of educators and community groups include easy

participation, extra manpower for outreach efforts, gradually increasing involvement for parents, personal efforts to involve parents, home visits, first meeting at a site away from school, and agenda that are developed from the parents' concerns as well as the schools' concerns. Included are a list of five resource agencies and six references. (JB)

AN: ED343233
AU: Liontos,-Lynn-Balster
TI: Family Involvement.
CS: ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
PY: 1992
JN: Research-Roundup; v8 n3 Spr 1992
AV: National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50).
NT: 5 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Family involvement in schools will work only when perceived as an enlarged concept focusing on all children, including those from at-risk families. Each publication reviewed here is specifically concerned with family involvement strategies concerned with all children or targeted at primarily high risk students. Susan McAllister Swap looks at three parent involvement philosophies and examines effective practices, using Joyce Epstein's five parent involvement categories. Swap argues that a philosophy recognizing home/school/community partnership offers the greatest promise for increasing at-risk children's academic achievement. Don Davies redefines parent participation, based on the work of several pioneers linking such involvement with school reform, and recommends that parent centers and home visitor programs be incorporated into elementary schools. In a review of 17 family education programs aimed at reaching low-income groups, Barbara Dillon Goodson and colleagues find no one program or method best for all at-risk families; the most successful programs are responsive to family differences. Siobahn Nicolau and Carmen Lydia Ramos discuss the reasons Hispanic families must be reached and strategies for organizing and sustaining family involvement with this population. Lynn Balster Liontos, in a report on at-risk family involvement, identifies ways to overcome barriers and suggests specific components needed for forging successful parent-school partnerships. Educators must avoid patronizing such families and realize the importance of empowerment and collaboration. (MLH)

AN: ED325573
AU: Ramirez,-Elizabeth-Weiser
TI: Hispanic Community Organizations: Partners in Parental Involvement. Research Notes, No. 1, 1990.
CS: ASPIRA Association, Inc., Washington, DC. National Office.
PY: 1990
AV: ASPIRA Association, Inc. National Office, 1112 16th Street, NW, Suite 340, Washington, DC.
NT: 5 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This brief overview of research on Hispanic parents' cooperation in supporting their children's education focuses on the need to support parents

so that they can, in turn, participate in their children's education. It suggests that local Hispanic community agencies have an important role in bringing schools and parents together. The following topics are covered: (1) barriers to parental involvement; (2) Hispanic parents' interest; (3) action from schools; (4) barriers to school action; and (5) community involvement with parents and schools. Included is an 11-item reference list and a list of other ASPIRA publications. (MYM)

AN: ED322242
AU: Petrovich,-Janice; Parsons,-James-L.
TI: Focus on Parents. ASPIRA Five Cities High School Dropout Study.
CS: ASPIRA Association, Inc., Washington, DC. National Office.
PY: 1989
AV: Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($2.00).
NT: 15 p.; For related documents, see UD 027 160-161.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: A study of Hispanic students in predominantly minority high schools in five American cities found that parental expectations for a child's educational attainment are important to high school completion. Based on the survey responses of the Mexican American, Puerto Rican, Cuban, and Central American students in that study, the following recommendations for policy and program planning are suggested: (1) statistical data should be collected by local, state, and national educational agencies that allow for disaggregation of Hispanics by origin; (2) parent involvement programs must target the language, educational, work, and child care needs of Hispanic parents; (3) since Hispanic parents may not have the formal education needed to tutor their children adequately or help with homework, efforts must be made to provide effective tutoring programs and to supply basic study materials, such as dictionaries, typewriters, and calculators; (4) the statistical data gathered on Hispanic urban high school students should be further developed as this cohort continues their educational careers. Statistical data are included on four graphs. A brief description of ASPIRA and its parent involvement projects is appended. (FMW)

AN: ED292901
AU: Aranda,-Mario-J., Ed.
TI: Family Resource Coalition Report. Voices and Issues: A Celebration of Hispanic Diversity.
CS: Family Resource Coalition, Chicago, IL.
PY: 1987
JN: Family-Resource-Coalition-Report; v6 n2 1987
AV: Family Resource Coalition, 230 N. Michigan Avenue, Suite 1625, Chicago, IL 60601 (1-4 copies $2.50 each, 5-50 copies, $1.50 each, over 50 copies $1.00
each).
NT: 22 p.; Special issue on Hispanic families.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: This issue of the Family Resource Coalition Report focuses on Hispanic families. The articles and authors are the following: (1) Voices and Issues: A Celebration of Hispanic Diversity, M. Aranda; (2) Some Facts in Understanding Latino Families, J. Hernandez; (3) Invisibility in the Data,

Invisibility in the Policy: The Latino Family and Public Policy, H. Pachon and L. DeSipio; (4) Civil Rights and Hispanic Families, N. Cantu; (5) Bilingualism: An Important Imperative, A. Noboa; (6) Latino Families and Health, J. Arrom; (7) The Right to an Adequate Education: Implications for Family Support Programs and Educational Reform, G. Rodriguez; (8) Family Resource Programs in the Hispanic Community: The Lessons Learned from Family Place, J. Citro; (9) The Survival of Family Support Programs: A Funder's Perspective, M. Petruska; (10) Learning about Parenting; Learning to Care, H. Heath, S. Scattergood, and S. Meyer; (11) Musings about Group leadership: The Quiet Member, T. Bowman; and (12) Moving Beyond the Dream: FRC Tackles a National Agenda, L. Lipton. Lists of Hispanic programs, resources, and organizations are included. (VM)

AN: ED344951
AU: Darder,-Antonia; Upshur,-Carole
TI: What Do Latino Children Need To Succeed in School? A Study of Four Boston Public Schools. Document No. 92-02.
CS: Massachusetts Univ., Boston. Mauricio Gaston Inst. for Latino Community Development and Public Policy.
PY: 1992
AV: Mauricio Gaston Institute, University of Massachusetts at Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.
NT: 51 p.
PR: Document Not Available from EDRS.
AB: A study was done to determine what principals, teachers, parents, and children identify as the educational requirements and resources necessary to promote the educational success of Latino children. Four Boston (Massachusetts) elementary schools, all with large Latino student enrollments, were selected for the purposes of the study. Information was gathered from principals, teachers, 17 parents, and 90 Latino children through interviews, questionnaires, and classroom observations. Over 200 school personnel, children, and parents participated in the study; and over 100 hours of school observations and visits were completed. Focus was on the fifth grade. The major findings include the following: (1) school administrators did not identify needs unique to Latino children; (2) teachers focused on deficits in the children or difficulties in the home and environment; (3) the curriculum did not reflect significant inclusion of Latino cultural values, history, or realities of the Latino community; (4) teachers and school administrators emphasized promoting literacy in English at all schools; (5) many teachers identified teaching strategies that worked well with Latino children; (6) teachers expressed a need for inservice opportunities; (7) children were affected by the poor condition of the school buildings and the lack of books and materials; (8) all groups were frustrated at the low level of parental involvement; and (9) teachers and administrators identified a lack of planning for the transition to middle school. Included are 25 references. (JB)

AN: ED320444
AU: Baratz-Snowden,-Joan; And-Others
TI: Parent Preference Study. Final Report.
CS: Educational Testing Service, Princeton, N.J.
PY: 1988

NT: 147 p.
PR: EDRS Price - MF01/PC06 Plus Postage.
AB: A national survey of parents of school aged Asian, Puerto Rican, Mexican American, and Cuban students was conducted to examine what educational preferences language minority parents have regarding the role of English and non-English (home) language in the instructional process. A second purpose of the survey was to determine what factors are associated with parents' choices. The survey contained four general areas of inquiry, including: (1) items relating to parents' perceptions of, and attitudes toward, school programs and practices; (2) items relating to parents' general aspirations for their children and those related specifically to education and language learning; (3) items related to language use and to parent involvement in their children's schooling; and (4) parent demographic characteristics. Survey findings established that parents support bilingual education in its most generic sense--giving extra help to students in order to facilitate their learning English--but generally do not go much beyond that in differentiating among types of bilingual programs. Although there were large and pervasive differences among the ethnic groups in terms of the level of their support for certain instructional strategies, parents did support special language programs for language minority children. Contains 35 references. (GLR)

AN: ED325541
AU: Nicolau,-Siobhan; And-Others
TI: Dear Parents: In the United States...It's Our School Too.
CS: Hispanic Policy Development Project, Inc., New York, NY.
PY: 1990
NT: 25 p.; For Spanish version, see UD 027 471.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This guidebook for Hispanic parents offers suggestions for supporting their children as they develop socially and academically. It covers various parental responsibilities such as their children's health, talking with their children, reading and listening to their children, and using the community and home as learning environments. It also suggests the different ways that parents can form partnerships with the schools, including making sure homework is finished, seeing that their children regularly visit the library, meeting with teachers and counselors regularly, and participating in the school's volunteer activities. (MYM)

AN: ED279749
TI: Manual sobre la Educacion en California para Padres de Idiomas Minoritarios = A Handbook on California Education for Language Minority Parents--Spanish/English Edition.
CS: California State Dept. of Education, Sacramento. Bilingual Education Office.
PY: 1986
AV: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).
NT: 66 p.; For other handbooks in this series, see UD 025 357-362 and ED 270 531-533.

PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This bilingual handbook, presented in both Spanish and English, is designed to assist parents of language minority students who are residing in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of the California schools to language minority parents so they can better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

AN: ED293112
TI: Todos Nuestros Ninos Pueden Aprender a Leer: Guia para la Accion de Padres y Residentes (All Our Kids Can Learn To Read: Guide to Parent and Citizen Action), Chicago SCHOOLWATCH.
CS: Designs for Change, Chicago, Ill.
PY: 1987
AV: Designs for Change, 220 S. State Street, Suite 1900, Chicago, IL 60604 ($5.50).
NT: 188 p.; For the English version,. see ED 265 521.
PR: EDRS Price - MF01/PC08 Plus Postage.
AB: Intended for parents and all citizens concerned about improving Chicago's 592 public schools, this handbook, a Spanish language version of "All Our Kids Can Learn To Read" (1985), explains how important reading is to a decent education and future employment. Chapter one describes the school improvement campaign called "Schoolwatch," the problems in the Chicago public schools, and the components of effective schools. Chapter two analyzes what it means to know how to read; it explains how reading is tested and evaluated in the Chicago public schools and what the scores mean. It also shows how to look at reading scores for the school system as a whole, for one's own school, and for a child. Chapter three describes in depth the ten ingredients that researchers have identified as crucial for an effective school. For each one, a "report card" gives parents specific things to look for to help them decide whether their school measures up and where there is room for improvement. Ingredient ten, where bilingual education is discussed, has been expanded to reflect recent research and opinions on the subject. Chapter four describes how decisions made "downtown" affect the way that children learn (or do not learn) to read in Chicago, and tells what changes are needed so that the school system's bureaucracy serves the local school. Finally, chapter five tells exactly how parents and community members can work together in Chicago's "Schoolwatch" program to improve the schools. (ARH)

AN: ED322238
AU: Pell,-Elena; And-Others

TI: Hacer lo mejor de la educacion de su nino: Una Guia para padres. Preparado para el Proyecto para la Movilizacion de la Communidad Hispana para la Provencion de la Desercion Escolar. (Making the Most of Your Child's Education: A Guide to Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project).
CS: ASPIRA Association, Inc., Washington, DC. National Office.
PY: 1989
AV: Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($5.00; quantity discount).
NT: 58 p.; For English translation, see UD 027 159.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This guide, in Spanish, offers practical advice to Latino parents on how to help their children succeed academically. Chapter 1, "About This Booklet," discusses the importance of parent involvement in a child's education and development and reviews the format of the five other chapters. Chapter 2, "What Is Parent Involvement, and Why Should I Get Involved?" emphasizes the role of the home in learning. Chapter 3, "How Do I Talk with My Child?" develops interpersonal communication skills and discusses the necessity of keeping lines of communication open between parent and child. Chapter 4, "How Do I Help My Child Study?" outlines how, when, where, and what children should study at home and suggests places where parents can find help with homework. Chapter 5, "How Do I Discipline My Child? (And Can the School Follow My Example?)" describes the qualities of good discipline, gives advice on what parents can do if they want to change the discipline policy in their child's school, and includes a list of steps to take if a child is suspended. Chapter 6, "What Are My Rights To Be Involved in the School?" reviews parents' legal right to know what is going on in the child's classroom, to work for changes, and to obtain special education when needed. Each chapter includes discussion questions and exercises to help parents work with other parents to explore how to improve their children's success at school. A list of 12 references, a list of participating organizations, and a brief description of the ASPIRA Association are appended. (FMW)

AN: ED322239
AU: Pell,-Elena; And-Others
TI: Making the Most of Your Child's Education: A Guide for Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Program.
CS: ASPIRA Association, Inc., Washington, DC. National Office.
PY: 1989
AV: Aspira Association, 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($5.00; quantity discount).
NT: 58 p.; For Spanish translation, see UD 027 158.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This guide offers practical advice to Latino parents on how to help their children succeed academically. Chapter 1, "About This Booklet," discusses the importance of parent involvement in a child's education and development, and reviews the format of the other five chapters. Chapter 2, "What Is Parent Involvement, and Why Should I Get Involved?" emphasizes the role of the home in learning. Chapter 3, "How Do I Talk with My Child?" develops interpersonal communication skills and discusses the necessity of keeping lines of communication open between parent and child. Chapter 4, "How Do I Help My

Child Study?" outlines how, when, where, and what children should study at home and suggests places where parents can find help with homework. Chapter 5, "How Do I Discipline My Child? (And Can the School Follow My Example?)" describes the qualities of good discipline, gives advice on what parents can do if they want to change the discipline policy in their child's school, and includes a list of steps to take if a child is suspended. Chapter 6, "What Are My Rights To Be Involved in the School?" reviews parents' legal right to know what is going on in the child's classroom, to work for changes, and to obtain special education when needed. Each chapter includes discussion questions and exercises to help parents work with other parents to explore how to improve their children's success at school. A list of 12 references, a list of participating organizations, and a brief description of the ASPIRA Association are appended. (FMW)

AN: ED327626
AU: Pell,-Elena; Ramirez,-Elizabeth-Weiser
TI: Making the Most of Your Child's Education: More Topics for Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project.
CS: ASPIRA Association, Inc., Washington, DC. National Office.
PY: 1990
AV: ASPIRA Association, Inc., 1112 Sixteenth St. NW, Suite 340, Washington, DC 20036 ($5.00; 6-14 copies, $4.50; 15-24 copies, $4.00; 25-75 copies, $3.50; 76+
copies, $3.00. Also available in Spanish).
NT: 44 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This guide for Hispanic American parents offers practical advice on how to help their children succeed and how to improve their children's schools. Education is important because in today's service and technically oriented economy, education means the difference between a well-paying, stable job and a low-paying unstable job. In the next 10 years, Hispanic Americans will make up 15 percent of new job seekers and two-thirds of the new jobs will require a high school diploma while one-third of the new jobs will require a college degree. However, over one-third of Hispanic Americans drop out of high school and only about 12 percent earn a college degree. Even for those students who finish school, it is important to keep learning new skills because the world keeps changing. Labeling a child as "at risk" of dropping out on the basis of his home background results in blaming the victim and does nothing to help the child. Parents and schools can work together to improve the educational experiences of all students. The following steps to parent participation are outlined in the form of pointers addressed directly to parents: (1) attend to your child's basic health and nutritional needs and help with homework; (2) participate in school events and parent-teacher conferences; (3) volunteer to work in the school as a teacher's aide, a community liaison, or a planner of special events; and (4) become an advocate for school improvement by joining or starting a parent group. Many schools already have some type of parent committee operating. Sometimes, however, Latino parents may not feel comfortable in these groups or the group may meet at a time when it is impossible for them to attend. In that case, chances are good that other Latino parents feel the same way, and suggestions are offered for such parents to start a Latino subgroup or an entirely new group of Latino

parents. A list of parent groups and lists of discussion questions are included. A list of 13 references and a brief description of ASPIRA are appended. (FMW)

AN: ED335173
AU: Nicolau,-Siobhan; Ramos,-Carmen-Lydia
TI: You're a Parent...You're a Teacher Too. Join the Education Team.
CS: Hispanic Policy Development Project, Inc., New York, NY.
PY: 1990
NT: 33 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This booklet is targeted to the parents of Hispanic children to encourage them to become part of an education team. The parents' role is to teach and reinforce at home what children learn in the classroom, and to teach the basic values to protect Hispanic traditions and culture. The teachers' role is to teach in the classroom and build on the youngsters basic skills. The role of the children is to absorb and learn, grow and develop. In addition to taking care of children's health and daily life, parents are the first one responsible for teaching children the basic skills before they enter kindergarten. These basic skills include: familiarity with books and the idea of reading; knowledge of the child's own name, parents' names, and home address and telephone number; ability to tell time, to know the days of the week and the months of the year; an understanding of monetary value and use of money; a knowledge of colors and shapes; and the ability to listen, to follow simple instructions, and to reply to questions. The second responsibility of parents is to reinforce learning at home by monitoring homework, taking the children to the library, encouraging reading, and providing opportunities for children to practice reading, writing, discussing and problem-solving. The third parental responsibility is to be actively involved in the school and to communicate frequently with the child's teachers, counselors, and principal. (ALL)

AN: ED310640
AU: Berney,-Tomi-D.; Sjostrom,-Barbara-R.
TI: Bilingual Pupil Services (B.P.S.), 1987-88.
CS: New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PY: 1989
NT: 44 p.; For related document, see ED 298 788.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: The Bilingual Pupil Services Program is a long-standing state-funded project in New York City. During the 1987-88 school year, it provided supportive bilingual instruction to 1,875 Haitian, Hispanic, and Chinese children of limited English proficiency enrolled in 78 classes at 30 participating schools in 4 boroughs. The program had a clearly articulated and rigorous selection system for placement sites and participating paraprofessionals. It provided inservice training to 78 bilingual paraprofessionals and helped them complete bachelor's degrees in education for licensing as bilingual teachers. The program met its objectives in English and native language reading, mathematics, staff development activities, parent training, and facilitation of coordination among district and school personnel. Recommendations for program improvement include

providing release time for cooperating teachers to attend monthly workshops, development of additional reading and writing materials in Haitian Creole, and augmentation of the paraprofessionals' training in computer education. (Author/MSE)

AN: ED347235
TI: Bilingual Education Through the Arts (Project BETA) Community School District 7. 1990-91 Final Evaluation Profile. OREA Report.
CS: New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PY: 1991
AV: Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: An evaluation was done of New York City Public Schools' Bilingual Education Through the Arts program (Project BETA), which served poor, language minority elementary school students. The project enrolled 366 Spanish speaking kindergarten through sixth grade students at 2 elementary schools. Ninety-seven percent of the students were eligible for the Free Lunch Program. Project BETA targeted schools with a recent influx of immigrants and served Spanish-speaking students with limited English proficiency. The Project adapted the Learning to Read Through the Arts program for students' linguistic development. Students received a weekly 1.5-hour period of English as a Second Language (ESL) and Spanish reading as well as workshops in musical arts or visual arts. Students also attended a variety of art events and museums throughout the city. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program directors. Results indicate that program strengths lay in its positive impact on students across the curriculum, with students showing increased enthusiasm and motivation. Project BETA was fully implemented and met its objectives for ESL, arts appreciation, staff development (two out of three objectives), curriculum development, and parental involvement. Two appendices summarize the data collection and analysis procedures and list instructional materials. (JB)

AN: ED317630
AU: Chavez,-Gene-T.
TI: La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit [and] Student Workbook.
PY: 1989
AV: Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Curriculum Unit: $17.95; Student Workbook: $7.95).
NT: 248 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: This 10-lesson curriculum unit provides teachers with some basic tools to help Latino students improve their communication skills. Primary goals are to help students analyze how a person's belief system affects the communication process, and to develop and improve decision-making and communication skills. The following key components are included in each lesson: (1) a "Dicho," a Spanish saying or proverb that sets the tone of the lesson; (2) background

and rationale; (3) teacher preparation; (4) time; (5) outline of activities; (6) procedure; (7) summary; (8) homework; and (9) student activity sheets. The following lessons are included: (1) "Communication as a Process"; (2) "Communication across Generations"; (3) Communication between Boys and Girls"; (4) "Culture and Communication"; (5) "The Values Auction," which examines how people's values affect the communication process; (6) "Communicating With Respect"; (7) "Listening with Respect"; (8) "Accepting and Expressing Feelings"; (9) "Thinking and Communicating"; and (10) "Final Circle," which discusses how to communicate and get along with someone who doesn't think the way you do. Spanish language is used throughout the curriculum in a way that reflects how Spanish is naturally incorporated into the daily lives of Hispanic Americans. The following materials are appended: (1) a historical and ethnic profile of Latinos or Hispanic ethnic groups in the United States; (2) demographic trends and family life issues concerning Latinos; (3) student workbook features; (4) a Spanish surnames list; (5) a Spanish word list; (6) a glossary of special terms; (7) parent participation sheets, in both Spanish and English; and (8) a list of 18 references. The separate 67-page "Student Workbook" matching with this curriculum unit has been combined here to form one document. The workbook contains all of the lesson dichos, student activity sheets, a glossary of special terms, a Spanish word list, and a list of Spanish surnames. (FMW)

AN: ED325543
AU: Nicolau,-Siobhan; Ramos,-Carmen-Lydia
TI: Together Is Better: Building Strong Relationships Between Schools and Hispanic Parents.
CS: Hispanic Policy Development Project, Inc., New York, NY.
PY: 1990
NT: 76 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
AB: This handbook offers background and suggestions for developing programs in which parents learn how to actively participate in their children's education. It is based on 42 participating projects throughout the country. It contains the following seven chapters: (1) "The Hispanic Profile"; (2) "Misperceptions and Misconceptions"; (3) "The Elements of a Successful Parent Involvement Program"; (4) "Recruitment Strategies: DOs and DON'Ts"; (5) "Retention Strategies: DOs and DON'Ts"; (6) "Is It Worth the Effort?"; and (7) "Special Challenges: Hispanic Fathers, Teenage Mothers, Troubled Families." The following conclusions are drawn from previous attempts to develop parent/school partnerships: (1) parent behavior is subject to change; and (2) participating Hispanic parents, mothers in particular, become full partners in the education of their children. Also included are an introduction and the following four appendixes: (1) "Barriers and Solutions," a checklist of potential problems and solutions; (2) "Sample Programs," sketches and profiles of some projects around the country; (3) "Sample Outreach and Follow-up Materials," examples of letters, information, and fliers to parents from project administrators; and (4) "Directory of Projects," a list of the participating projects on which the information in this handbook was based. (MYM)

AN: ED299307

AU: Morse,-Kathy; Kaemper,-Jack
TI: Chapter 1 Early Learning Program (ELP). Evaluation Report, 1985-86.
CS: Albuquerque Public Schools, NM. Planning, Research and Accountability.
PY: 1987
NT: 46 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: In 1985-86, the Albuquerque (New Mexico) Public Schools, through Chapter 1 funding, entered the final year of a 3-year pilot of Early Learning Programs (ELPs) at four sites in the district: (1) Lavaland; (2) Longfellow; (3) Tomasita; and (4) Alamosa. Four- and five-year-old children (N=272) participated in the pilot program. Seventy-five percent of the students were Hispanic. Evaluation of the program focused on program implementation, parental involvement, and a follow-up of participants. Evaluation questions were developed by the District Early Childhood Specialist, the Chapter 1 Cognitive Language Development Specialists, and the district Director of Elementary instruction in cooperation with the district evaluation specialists assigned to Chapter 1. This evaluation report presents a synopsis of information gathered over the past three years. Data were obtained via: administration of parent, teacher, school staff, principal, and coordinator/specialist questionnaires and interviews; program observation; analysis of demographic documentation and anecdotal records of children and parents; and examination of district-wide data available for participants as they moved into the regular school setting. Results indicate that both children and parents benefited from involvement with the ELPs. The Classroom Profile, the Classroom Environment Checklist, and the Early Learning Program Screening Instrument are appended. (TJH)

AN: ED279764
AU: Sosa,-Alicia-Salinas
TI: Valued Youth Partnership Program: Dropout Prevention through Cross-Age Tutoring [Summary].
CS: Intercultural Development Research Association, San Antonio, Tex.
PY: 1986
JN: IDRA-Newsletter; p6-8 Nov 1986
NT: 5 p.; For full report, see UD 025 378.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: In 1984 the Edgewood and South San Antonio Independent School Districts implemented the Valued Youth Partnership Program (VYP). VYP identifies Hispanic junior high and high school students at high risk of dropping out and gives them an opportunity to serve as tutors of younger children. As they tutor, the older students also learn basic skills, develop new positive self-perceptions, and remain in school. Developed by the Intercultural Development Research Association (IDRA) and funded by Coca-Cola USA, VYP includes the following components: (1) classes for student tutors to develop communication, reading, and writing skills as well as practical awareness of child growth and development theories; (2) tutoring sessions at elementary schools; (3) field trips and awards banquets to expose students to opportunities in the broader community and increase self-esteem; (4) role modeling to expose students to successful adults; and (5) parental involvement to support project goals. Program evaluation results indicate that VYP has been successful. Of 100 students identified as being at high risk of dropping out, 94 remained in school, while 6 dropped out. Students'

grades in English and mathematics improved and their overall grade point averages increased. Other benefits included a decrease in student absences and a decline in discipline referrals. (PS)

AN: EJ394650
AU: Bryant,-Linda
TI: Hispanic Parents as Agents of Dropout Prevention: An Interview with Elena Pell.
PY: 1989
JN: Community-Education-Journal; v16 n4 p24-25 Sum 1989
AV: UMI
AB: The ASPIRA Association, an organization serving Latino youth through leadership development, education, and advocacy, is sponsoring the Hispanic Community Mobilization for Dropout Prevention, a project focused on increasing parental and community involvement in promoting high school retention and academic achievement. (SK)

AN: EJ291070
AU: Berry-Caban,-Cristobal-S.
TI: Parent-Community Involvement: The Effects of Training in a Public School Bilingual Education Program.
PY: 1983
JN: Small-Group-Behavior; v14 n3 p359-68 Aug 1983
AV: UMI
AB: Explores the effectiveness of parent-community involvement in bilingual education programs, and the impact an effective training program can have in formulating organizational goals. Describes the impact of a Bilingual Parent Training Institute for Hispanic parents in Milwaukee, Wisconsin. (JAC)

AN: ED339462
AU: Costas,-Marlene
TI: Hispanic Parental Involvement.
PY: 1991
NT: 122 p.; M.S. Practicum, Nova University. Appendixes A-F (material for parents) are written in Spanish.
PR: EDRS Price - MF01/PC05 Plus Postage.
AB: This report describes a program developed to improve the school involvement of Hispanic parents of children enrolled in an elementary school bilingual program. The parent involvement program included three objectives: (1) more than 50 percent of Hispanic parents would participate in two parent education workshops; (2) Hispanic parents would receive school information in Spanish; and (3) school meetings would provide an interpreter or be conducted in Spanish. A survey on school involvement was sent to parents. Bilingual teachers served as translators at school meetings, and school information was translated into Spanish before being sent to Hispanic parents. An implementation schedule listing weekly objectives, procedures, and materials for 11 weeks of the 12-week program is included. The first parent workshop consisted of a bilingual program orientation. The second workshop considered activities parents could do with children at home. After 12 weeks, parents completed a second survey. Because fewer than 50 percent of the Hispanic parents attended the workshops, the first objective was not met. However, the second and third objectives were met. A reference list of 16 items and a

bibliography of 33 items are provided. Appendixes include copies of the pre- and post-surveys, textual materials from the two workshops, and school information items. (BC)

AN: ED323273
AU: Garcia,-Delia-C.
TI: Creating Parental Involvement: A Manual for School Children and Parents Interacting Program.
CS: Florida International Univ., Miami. School of Education.
PY: 1990
NT: 146 p.
PR: EDRS Price - MF01/PC06 Plus Postage.
AB: The Children and Parents Interacting program is a federally funded Title VII project designed to create and promote greater Hispanic parent involvement in the educational system. The program represents a joint effort of Monroe and Dade County Public Schools and Florida International University's Center for Latino Education. The major thrust of the program is to involve Hispanic parents and children in parent-child training sessions, with specific activities designed to improve the students' academic achievement and English language proficiency. This guide for school personnel in the program is comprised of the following sections: (1) program description; (2) definition of parent involvement; (3) history of parent involvement; (4) discussion of the need for parent involvement; (5) factors influencing Hispanic parent involvement; (6) parenting in the Hispanic home; (7) common problems and solutions in interacting with parents; (8) strategies for promoting Hispanic parent involvement, including needs assessment strategies, strategies for facilitating involvement, strategies for dealing with parents of limited English proficient children, and specific ways Hispanic parents may be involved; (9) curriculum and materials, including state and national resources, associations, a bibliography, publications for sale, ERIC sources, and a list of magazines and journals; (10) Spanish survival language phrases; (11) staff biographical data; and (12) appendices which include a checklist for parents and a parent invitation. Sections 2 through 9 include bibliographies. (AF)

AN: EJ450593
AU: Strom,-Robert; And-Others
TI: Educating Gifted Hispanic Children and Their Parents.
PY: 1992
JN: Hispanic-Journal-of-Behavioral-Sciences; v14 n3 p383-93 Aug 1992
AV: UMI
AB: Identified 68 potentially gifted children (aged 4-8) from minority and low-income backgrounds for participation in a summer institute. Instruction for the students was complemented by a learning component for their parents. Describes the results of a Parent as Teacher Inventory, comparing Hispanic and Anglo parents. Outlines the parent curriculum. (KS)

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